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ABSTRACT

A study examined terminal degree graduates--high school graduates who do not pursue any type of postsecondary education in the two years following graduation. They were compared with those who did pursue postsecondary education. The study used the base year (1980) and first followup (1982) of seniors in the High School and Beyond Study. Findings showed 34 percent of high school graduates are terminal degree graduates; over half had postsecondary education plans. Most shifted their educational plans, generally downward. They came from lower social class backgrounds than postsecondary education students, had lower aptitude, came from larger families, and were less likely to have siblings in college. They had lower self-concept scores, experienced less parental and teacher influence, and had parents much less likely to expect their child to attend college. They were less likely to be in the academic curriculum, had lower grade point averages, did less homework, were involved in fewer extracurricular activities, and were more delinquent. Two years after graduation they were more likely to be employed, worked more hours, and earned more. They were more likely to be married and have children and to be in clerical, crafts, operative, service, and labor/farmer occupations. (Twenty-two tables are appended.) (YLB)

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Contractor Report

The High School Diploma As a Terminal Degree

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The High School Diploma
As a Terminal Degree

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EXECUTIVE SUMMARY

This study examines the terminal degree graduates: the high school graduate who does not pursue any type of postsecondary education in the two years following graduation. Terminal degree graduates are compared with those who did pursue some type of postsecondary education on a variety of background characteristics, school characteristics, work experiences, family formation experiences, and other factors. The study uses the base-year (1980) and first follow-up (1982) of seniors in the High School and Beyond Study.

Some of the major findings include the following:

--34% of high school graduates are terminal degree graduates. This proportion is the same as the proportion for 1972 graduates.

--over half of terminal degree graduates have postsecondary education plans. Over half of those with such plans plan to obtain vocational education and one-fourth plan to complete a college or advanced degree.

--most terminal degree graduates shifted their educational plans between 1980 and 1982, generally downward.

--11% of high ability respondents are terminal degree graduates, down by only 1% since 1972.

--terminal degree graduates come from lower social class backgrounds than do postsecondary education students, have lower aptitude, come from larger families, and are less likely to have siblings in college.

--terminal degree graduates have lower self-concept scores than do postsecondary education students, experience less parental and teacher influence, and have parents who are much less likely to expect their child to attend college after high school.

--compared to postsecondary education students, terminal degree graduates are less likely to be in the academic curriculum in language courses but more vocational courses, have lower GPAs, do less homework, become involved in fewer extracurricular activities, and are more delinquent in school.

--terminal degree graduates are more work oriented, although they rate the importance of performing important and interesting work lower than do postsecondary education students. They do not differ much from postsecondary education students on the type of work performed while in high school.

--in the base-year in 1980, terminal degree graduates were more likely to plan on a clerical, craftsman, farm, or military occupation and less likely to plan on a professional occupation than postsecondary education students.

--terminal degree graduates are less likely to rate their schools and teachers highly but are more likely to report feeling unsafe in their schools than do postsecondary education students. They would like more emphasis on vocational training and experience in their schools.

--terminal degree graduates are more likely to be in high schools with a lower percentage of its previous graduates in college than are postsecondary education students.

--parents of terminal degree graduates have lower educational aspirations for their children than do parents of postsecondary education students. They also report less influence on their children and show less approval for their children's activities.

--two years after graduation, terminal degree graduates are more likely to be employed, work more hours, and earn more than do postsecondary education students.

--although terminal degree graduates are somewhat less satisfied with their jobs than are postsecondary education students, they are more satisfied with opportunities for promotion.

--at the follow-up in 1982, terminal degree graduates were more likely to be employed in clerical, craftsman, operative, service and labor/farmer occupations.

--by the follow-up in 1982, terminal degree students were more likely than postsecondary education students to be married and to have children, and they were less likely to be dependent on their parents.

The findings noted above are controlled for socioeconomic status. The report also presents findings for factors other than those noted above. In addition, differences between high ability and other terminal degree graduate and between terminal degree graduates with and without postsecondary education plans are presented.

CHAPTER 1 Introduction and Methods

Introduction

The educational and sociological literature on the role of education in our society reflects a long history of concern with access to, completion of, and the effects of postsecondary education. To a somewhat lesser extent, attention has also been focused on the causes and consequences of dropping out of high school. Little research attention has been focused on those who neither obtain postsecondary education nor drop out of high school: the terminal degree student. This lack of research is interesting in light of the fact that the high school diploma represents a terminal degree for a substantial proportion of high school graduates. In spite of the fact that many high school graduates who do not complete or even pursue postsecondary education, researchers, educators, and policymakers often assume that the high school program and diploma are merely prerequisites for further schooling. This study examines those high school graduates who did not pursue postsecondary education in the two years following graduation. Three topics are examined: 1) a descriptive profile of the terminal degree student, 2) a comparison between the terminal degree student and the postsecondary student on a variety of variables, and 3) an examination of the current labor force status and family arrangements of terminal degree graduates.

Adolescence is a critical transition and development period. It is a period during which adolescents learn about adulthood. The transition to the adult work world is delayed somewhat for

those pursuing postsecondary education, while high school graduation frequently marks the transition to the adult work world for terminal degree student. Hence, their high school preparation and experiences are particularly important. It is both theoretically and policy relevant to compare the terminal degree student with the postsecondary education student on a variety of background and current status variables.

Research on the terminal degree student will have several policy implications. The terminal degree student plays a major role in United States productivity given their concentration in major industries. Industry leaders have become increasingly concerned about the capabilities of such graduates. In fact, many major corporations now offer their own in-house training to make up for some of the weaknesses in their employees' high school training. Concern over the knowledge and capabilities of terminal degree graduates goes beyond employers, as reflected in the growing nationwide concern with competency testing. Several surveys have clearly documented the decline in both the standardized test scores and the capabilities of the high school graduate. Knowing more about the terminal degree student's background and labor force outcomes will help inform policymakers and educators on the adequacy of high schools' performance.

The results of the study will also clarify our understanding of the link between work experiences in high school and terminal degree status, and will show which work experiences and orientations are linked with the decision not to pursue postsecondary education. The types of work engaged in while in high school will also be examined in terms of subsequent terminal degree status.

Higher education officials will also be interested in the results, given their increased interest in this pool of potential students. Institutions of higher education are becoming increasingly concerned with declining enrollments, and are trying to recruit more terminal degree students. These officials will be particularly interested in the analyses comparing the terminal degree graduate who plans postsecondary education with the terminal degree person who does not plan further education. The results will help institutions of higher education modify their existing programs and develop new programs to meet the needs of the terminal degree person.

Finally, the analysis of social, academic, employment backgrounds, expectations, and family formation patterns will provide a better understanding of this large segment of the population. For example, family expectations and experiences will be of interest to fertility experts and other governmental officials. If the results indicate that those with substantial family obligations are less likely to plan further postsecondary education, higher education officials may wish to redesign their offerings and federal officials may wish to alter financial award procedures and criteria. Similarly, the special focus on the highly able could perhaps help high school officials modify their existing programs or develop new programs to better meet the needs of these students. In short, the study will be of major significance for policymakers at many levels, as well as for researchers.

Three research issues will be addressed. Research Issue 1 will provide estimates of the proportion of those high school graduates who did not enter college or vocational school in the two years following graduation. The educational expectations of terminal degree graduates will be compared with the postsecondary education group, and the changes in educational expectations between 1980 and 1982 will be examined for both groups. In addition, the educational expectations of high ability respondents will be compared with remaining respondents. Research Issue 2 will describe the social, academic, and employment backgrounds of those graduates who did not pursue formal schooling in the two years following graduation. Comparisons will again be made between those who do and do not intend further schooling, and between high ability and non-high ability respondents. Research Issue 3 will examine the current labor force status and family arrangements of these graduates who did not enter postsecondary schools following high school. The results in all three research issues will also be controlled for socioeconomic status (SES) by examining the results within the three categories of SES (low, moderate, high).

Methods

Sampling Procedures

HS&B is a national longitudinal study of the cohorts of 1980 high school seniors and sophomores in the United States; only seniors were used in this study. Students were selected through a two-stage probability sample with schools as the first stage unit and students as the second stage unit. With the exception of special strata, schools were selected with probability proportional to

estimated enrollment; 36 seniors were randomly selected per school. All eligible seniors were drawn in the sample in those schools with fewer than 36 seniors.

The sample as designated contained 1,122 schools from a frame of 26,095 schools with grades 10 or 12 or both. The sampling frame was obtained from the 1978 list of U.S. elementary and secondary schools of the Curriculum Information Center, a private firm. This list was supplemented by NCES lists of public and private elementary and secondary schools. Catholic and public schools were part of the regular strata; the Catholic schools were stratified by region and the public schools were stratified by region, racial composition, enrollment, and central-city/suburban/rural. The following special strata were oversampled to allow a sufficient number of cases for subgroup analyses: alternative schools, public Cuban Hispanic, Catholic Cuban Hispanic, other Hispanic, private high performance, other private non-Catholic, and Black Catholic.

Of the original sample, 811 schools participated. Hence, 204 substitution schools were added; substitution was carried out only within strata. No substitution occurred for students whose parents refused, who themselves refused, or who were absent on survey day and make-up day. The sample as realized involved 1,015 schools and 28,240 seniors. The first follow-up involved 11,500 respondents selected randomly from the base-year sample. Parent data were gathered from 3,197 parents in 312 schools; both the schools and the parents were randomly selected. School data were gathered from school officials.

Weights have been introduced for schools and for students, which give each school or each student a weight equal to the number

of schools or students in the universe of schools or students which that school or student represents. Weights for schools were computed as the product of three factors. Factor one was the inverse of the probability of selection for the school under the assumption that it was part of the initial set of selections. Factor two was the estimated proportion of schools in the stratum which were "out of scope." This factor was used in order to compensate for the fact that the design specified that replacement selections were to be made for schools of this type. The third factor involved the ratio of the number of initially selected schools in each stratum to the final "in sample" schools from the stratum. This factor was employed to compensate for the differential cooperation rates (at the school level) across the various strata, and to adjust the total sample projections to reflect the total frame rather than only cooperating schools.

Weights for students consist of the product of the school weight and a within-school student weight. The within-school student weight consists of the number of students in the class represented by this student (the inverse of the probability of being drawn), times the ratio of the number of students sampled in that school divided by the number for whom questionnaire data were obtained. As is the case of the school weight, the second stage weight involves two underlying factors, compensation for overall and differential selection probabilities with respect to the initially selected sample, and adjustment for bias components induced by differential response rates. The student weight is the estimated number of students in grade 12 in 1980 of American high

schools represented by the student on whose record the weight appears. The weighting variable employed was "FUWT" (codebook names for all variables will be presented for ease of reference). Further information on sampling and weighting can be found in the Data File User's Manual.

Variables Used in Research Issue 1

Terminal Degree Status Terminal degree status was measured with the item asking if respondents had enrolled in or taken classes at any school between the time of leaving high school and the end of February 1982 (FE31). Those missing on this item were deleted, as were those who indicated that they had not graduated from high school (FE6). These procedures resulted in a sample size of 10,876 cases.

Ability Differences High ability students were identified by using the constructed aptitude variable (BYTEST). This raw score was computed as an average of the non-missing scores for the reading, mathematics, and vocabulary tests. The top 25 percent of the respondents were defined as high ability respondents.

Socioeconomic Status The socioeconomic status (SES) composite score has five components: father's occupation (using Duncan SEI scale), father's education, mother's education, family income, and a scale of eight household-possession items. Each of the five components were standardized separately, and then the non-missing components were averaged to form the raw SES score (BYSES). The distribution on this variable was cut into thirds for the SES analyses reported below.

Educational Expectations The educational expectations variables for both the base-year and the follow-up were used (BB065 and FE12). Both items asked how far in school respondents think they will get. However, the follow-up measure includes a "Don't know" category, while the base-year measure does not. Since nearly 16 percent of the respondents selected this category in the follow-up, the analysis of the stability of educational expectations must be approached with some caution. Two other items were used to address educational expectations. One item asks if respondents expected to go to college when they were in the ninth grade (BB068B) and the other one asked students at what age they expected to finish their full-time education (BB081E).

Variables Used in Research Issue 2

Background Variables Composite variables were used for both sex and race (SEX and RACE). SES and aptitude have been described above. The number of siblings was measured with the items asking about the number of siblings older and younger and the same age as the respondent (BB096A - BB096E). Responses of "one" or "two or more" to the item asking about the number of siblings in college (EB098) were recoded to "yes" and the remaining responses were recoded to "other." Handicapped status was measured by a "yes" response to the items inquiring about handicaps (FE83A - FE83G) or by a "yes" response to the item asking if the respondent has a physical condition limiting the kind or amount of work to be done (FE84).

Orientations Self-concept was measured with four items reflecting a positive attitude towards self (BB058A, BB058C,

BB058D, and BB058H). Locus of control was measured with four items reflecting the extent to which respondents feel they have control over their lives (BB058B, BB058E, BB058F, and BB058G). Family orientation was measured with three items reflecting the importance of a happy family life, the importance of living close to parents and relatives, and the importance of moving away (BB057B, BB057H, and BB057I). Community orientation was measured with three items reflecting a commitment to the importance of being a leader in the community, the importance of giving children better opportunities, and the importance of living close to parents (BB057F, BB057G, and BB057J). Each composite scale is the average of the standardized scores of the questionnaire items of which it is composed. Stress was measured with the item asking if during the past month the respondent had felt so sad that he/she wondered if anything was worthwhile (BB060); the responses "yes, more than once" and "yes, once" were combined. Finally, the importance of leisure was measured with BB057L; the "very important" category was used.

Significant Others The level of influence of several potential significant others on respondents' plans for after high school were used: father, mother, counselor, teachers, and friends and relatives of the same age group (EB049A - EB049E). In addition, the items asking about father's and mother's expectations for after high school were used (BB050A, BB050B); the "go to college" category was the focal category.

School Experiences A variety of school experience variables were included. High school program (academic, vocational, general) was measured using BB002. Several coursework variables were included: mathematics (EB004A), English (EB004B), social studies

(EB004F), science (EB004G), foreign languages (EB004C, EB004D, and EB004E), and vocational (EB004J and EB004K). The responses were recorded to the number of years completed, and the foreign languages items were summed as were the vocational courses items. Participation in remedial English and mathematics were also included (BB011A and BB011B). The homework completed item (BB015) was recoded to "three hours a week or less" and "more than three hours per week". Two items were included for the extent to which they interfered with respondent's education: courses too hard (EB052A) and difficulty in adjusting to school routine (EB052B). The response categories were recoded to "yes" and "not at all". Commitment to education was measured with two items: interest in school (BB059C) and satisfaction with education (BB059A). The item asking students if they felt they have the ability to complete college (BB069) was also included, with the two "yes" categories being combined.

The number of extracurricular activities engaged in was summed for each respondent across twelve types of activity (EB032A - BB032L). Categories two ("participated actively") and three ("participated as leader or officer") were combined as an indicator of participation before summing. A student delinquency index was comprised of several items. The items and the response categories used for cumulation include: in serious trouble with the law (BB061A, "true"), disciplinary problems in school (BB059B, "true"), suspension or probation (BB059D, "true"), cut classes occasionally (BB059E, "true"), and absent from school (BB016, "11 days or more"). Popularity was assessed with the self-report item (BB061D, "true"). An index of participation in special programs was created

by summing across participation in cooperative education, work study, Talent Search and CETA (BB014A, BB014B, BB014C, and BB014H).

Work Characteristics The variables included in this section reflect work values, orientations, and experiences. A composite work orientation variable (BBWORK) reflects the importance of finding work, having money, and being successful in work. The importance of several factors in determining the kind of work planned was also assessed: previous experience, good income, security, performing work that is important and interesting, freedom to make decisions, and working with friendly people (EB063A - EB063F). The "very important" category was the focal category. Additional items included are whether work is something done for the money (BB027B), whether work is more enjoyable than school (BB027C), and whether work is more important than school (BB027E). The lowest hourly wage acceptable for work after graduation was measured with BB029, although the response categories were recoded to dollar equivalents (1=$1.00, 2=$1.50, etc.). The age at which respondents expect to start their first regular job was also included (BB081C). Work status in the last week was measured with response category two on BB021. Finally, the age at which respondents first worked for pay was included (BB018). The type of work performed while in high school was measured with BB024; in addition to ten types of work performed, the response categories "not worked for pay" and "other" are also analyzed. Occupational aspirations were measured with BB062. This variable contains fifteen categories, including "homemaker" and two "professional" categories.

School Characteristics Several school characteristics were assessed with the student questionnaires. The items on quality of instruction and teacher interest in students (BB053C, BB053E) were both analyzed by combining the "good" and "excellent" categories. Students were also asked the item "I don't feel safe at this school" (BB059F); those responding "true" were the focus of interest. Seniors were also asked whether they felt that their schools should have placed more emphasis on academic subjects and on vocational programs (EB035A and EB035B), and were also asked if their schools did not offer enough practical work experience (EB035C) and whether their schools provided them with educational and employment counseling (EB035D and EB035E). For all these items, the "agree strongly" and "agree somewhat" categories were combined into an "agree" category.

Several school characteristics were also taken from the school questionnaire. Size was measured with SB002A, with the response categories being recoded to the midpoint of the size range per category. The average daily attendance item (SB008) was similarly recoded to the midpoint percentages. Similar procedures were used for the percentage of graduates in college and the percentage who dropped out (SB011 and SB014). The number of counselors (SB039B) and the per pupil expenditure (SB053B) were similarly recoded. The type of school (public versus private) was measured with SB059.

A school delinquency index was constructed from several items: student absenteeism, students cutting classes, physical conflicts among students, conflicts between students and teachers, robbery or theft, vandalism, use of drugs or alcohol, rape or attempted rape,

student possession of weapons, and verbal abuse of teachers (SB056A, SB056B, SB056G - SB056N). The four ordinal response categories were first reversed before summing such that the higher the score the more delinquency in the school. A school rules index was constructed reflecting the number of rules in various categories: school grounds closed to students at lunch, hall passes required, "no smoking" rules, rules about student dress, student membership in secret societies prohibited, rules about display of affection between students, rules about materials to be brought to class, and rules about leaving campus property at lunch (FS26C - FS26I). The rules index was incremented by one for each rule found in the school.

Parent Responses Several items were taken from the parent questionnaire. Two items reflect parental concern with the education of their children. One item taps the satisfaction with their children's education (PBB02), with the focus on the "very satisfied" category. Parental educational expectations for their children is found in PBB05, with the focus on combined categories reflecting two-year college or greater. Parents were asked if their child is a hard worker (PBB11) with the focus on the "a hard worker" category. Self-assessed parental influence on child's plans was measured with PEB16, with a focus on the "a great deal" category. The same category was analyzed for frequency of talking with children about the children's plans for after high school while still in the twelvth grade (PEB17E). A general indicator of satisfaction with child's activities is found in PEB18, how the parent feels about what the child is doing now; the "approved"

category received the analytical focus. Preparation for their children's future education was measured with PBB26C, the amount of money set aside for future educational needs. The categories reflecting $3,000 or more were combined into one category in order to have a sufficient number for analysis. Parental satisfaction with their own education was measured with PBB40, how they felt about the amount of education they had received; the "didn't receive enough" category was emphasized. The total number of dependents of the parent was measured with PBB58. Finally, single parent family status was determined with PBB71.

Variables Used in Research Issue 3

Work Experiences Several variables were included from the follow-up questionnaire on the work experiences since graduation. Participation in on-the-job training was measured FE50AA. The number of jobs held since graduation was cumulated over FE24A1, FE24B1, FE24C1, FE24D1, and FE24E1. The total number of hours worked per week was determined from FE24A9, FE24B9, FE24C9, FE24D9. and FE24E9. The hourly wage was calculated by dividing the total earnings by the total number of hours worked per week. The items used to calculate the total earnings were FE24A8S, FE24B8S, FE24C8S, FE24D8S, and FE24E8S. The percentage employed was determined by using valid responses on the mean hourly wage. The number of months employed was determined from the pointer variables JOBJU80 - JOBFE82. The pointer variables were also used in determining the other job experience variables discussed above.

Several characteristics of the respondents' current or last job were also included. In addition to the items asking if such a

job is more enjoyable than school and encourages good work habits (FE25B and FE25C), the items measuring satisfaction with working conditions, opportunities for promotion, and opportunities for developing new skills were also employed (FE26A, FE26B, and FE26C). The "yes" response categories were used for the first two (FE26B and FE26C), and the "very satisfied" response category was used for the latter three variables. Several work activity items were also included: the amount of time spent working with things, doing paper work, working with ideas and thinking, and dealing with people (FE28A - FE28D); the "a great deal" category was used. The occupation held at follow-up was determined from the items identifying the census code of the various occupations held (FE24A1, FE24B1, FE24C1, FE24D1, and FE24E1). The census code categories were recoded to "professional/managerial," "sales," "clerical," "craftsman," "operative," "laborer/farmer," and "service."

Family Expectations and Experiences Several family expectations were included: age at which respondent expects to get married, to have a first child, and to live in one's own home or apartment (BB081A, BB081B, and BB081D). The response categories were recoded to the ages represented. Marital status at the follow-up was determined from FE55; the category of interest was "married." A dependency on parents index was constructed on the basis of several items. A "yes, primarily upon my parents" response to FE66 or a yes response to any of the items asking if the respondent lived with his or her father or other male guardian or mother or other female guardian were used to indicate dependency (FE3A - FE3D). Whether or not the respondents had children by the

follow-up was determined by the FE62A, with the categories 1-6 being used to indicate having had children. Expected number of children was assessed with FE61. Finally, two items on spouse activities were included: whether or not the spouse was employed (FE56A) and whether or not the spouse was in college (FE56C).

Analytical Technique Used

All values were compared using standard errors derived from the Balanced Repeated Replicates program in the Statistical Analysis System. The level of statistical significance employed was .01.

CHAPTER 2 Research Issue 1

This chapter presents the results for Research Issue 1, which is a descriptive portrayal of the terminal degree student. The proportion of the respondents who are terminal degree graduates is presented, as are the proportions of this group who have high ability and who have postsecondary education plans at the follow-up date. The educational expectations of both terminal degree and postsecondary education students are analyzed, including controls for socioeconomic status (SES). In addition, the educational expectations of the terminal degree graduates are examined for changes between 1980 and 1982. Finally, ability differences are examined.

Terminal Degree Status

Terminal degree graduates account for 33.8%* of the respondents; those who have obtained at least some postsecondary education account for 66.2%. Hence, two-thirds of the respondents have attained some form of postsecondary education within the two years following graduation. In 1972, the percentage of terminal degree graduates was nearly identical (33.5%, NLS72 data; this and other NLS72 special tabulations are not reported in tables and are available from the author). In spite of increased educational opportunities, the percentage opting for no postsecondary education in the two years after graduation from high school has remained constant over the last decade. The NLS72 data can also be used to indicate the percentage of terminal degree graduates who do pursue some form of postsecondary education beginning in

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* For this report, weighted percentages rather than weighted counts will be presented. There were approximately 3,000,000 graduates in the high school class of 1980.

the third or later year after graduation; that percentage is 35.9%. That is, over one-third of those not pursuing some type of postsecondary education within the first two years after graduation do pursue such education after the first two years. Hence, only 21.5% of the NLS72 cohort remained in a terminal degree status within the seven follow-up years. These results show that the vast majority of high school graduates pursue some form of postsecondary education, that the proportion for 1980 matches that for 1972, and that most of those who do pursue postsecondary education do so within the first two years after graduation.

Postsecondary Educational Plans

Table 1 presents data on the educational expectations of both terminal degree graduates and those who have pursued some form of postsecondary education . As expected, substantial differences exist between these two groups regarding their educational expectations. Nearly all of those who have pursued some form of postsecondary education report holding postsecondary education plans. But only about half of the terminal degree graduates report such plans.

In their senior year, 54.4% of the terminal degree graduates have postsecondary education plans, while 50.6% report such plans two years after high school graduation. The percentage of terminal degree graduates with postsecondary education plans in 1972 was very similar: 51.4%. NLS72 data also show that 47.5% of terminal degree graduates with postsecondary education plans and 27.4% of terminal degree graduates without such plans experienced

deferred enrollment between the third and seventh years following high school graduation. Hence, even though terminal degree graduates with plans are much more likely to experience deferred enrollment than those without plans, over one-fourth of terminal degree graduates without such plans still experienced deferred enrollment and less than half of those with plans actually enrolled in some type of postsecondary education. These data suggest that actions do not always follow plans.

Of those terminal degree graduates holding postsecondary education plans in their senior year, 52.1% plan to pursue some form of vocational education; 15.7% of the postsecondary education group hold such plans. The percentages planning to attain at least some college but not complete a four-year program are 23.6% for the terminal degree graduates and 17.4% for the postsecondary education group. The values for those who plan to attain a four-year college degree are 14.9% and 36.1% respectively, and the figures for those planning to attain an advanced degree are 9.4% and 30.8%.

At the follow-up about two years after high school graduation, 45.6% of those terminal degree graduates holding postsecondary education plans plan to pursue some form of vocational education, compared to 13.8% of the postsecondary education group. The values for those planning some college are 29.9% and 19.6% respectively; the values for those planning to pursue a four-year degree are 17.1% and 39.8%; and the values for those planning to pursue an advanced degree are 7.4% and 26.8%.

As expected, the data show substantial differences between terminal degree graduates those who have already pursued post-

secondary education regarding the level of education anticipated. Terminal degree graduates are more likely to plan on some form of vocational education, while the postsecondary education group is more likely to plan on completing college or an advanced degree. However, about one-fourth of the terminal degree graduates holding postsecondary education plans plan to attain a college degree or an advanced degree. The results also show a slight decline between the base-year and the follow-up in the percentage planning to pursue some form of vocational education and a slight increase in the percentage planning to pursue some college or a four-year college degree. Although the percentage of terminal degree graduates holding some form of postsecondary education plans declined slightly between the base-year and the follow-up, the educational expectations of those still holding such plans increased in the interim as well.

Table 1 also reports the same statistics for the three SES groups. SES clearly affects postsecondary education plans. Hence, at the base-year 45.1% of the low SES terminal degree graduates hold postsecondary education plans; corresponding values for the moderate and high SES groups are 57.3% and 73.8%. Similar statistics for first follow-up are 43.0%, 50.3%, and 79.1%. The higher the social class, the more likely terminal degree graduates are to hold postsecondary education plans. Interestingly, while the percentage holding such plans declined between the base-year and the follow-up for the low and moderate SES groups, the percentage in the high SES group increased moderately. High SES terminal degree graduates are more likely to

have educational expectations following high school graduation than at graduation.

For both the base-year and follow-up data, the higher the SES the less likely the terminal degree graduates are to plan on vocational education. For example, at the base-year, 61.8% of low SES terminal degree graduates holding postsecondary education plans plan on vocational training while only 23.0% of such persons in the high SES group have such plans. Similarly, the percentage of terminal degree graduates with postsecondary education plans who plan to pursue an advanced degree increases dramatically as SES increases; 7.1% of base-year low SES terminal degree graduates hold such plans while 25.8% of high SES terminal degree graduates hold such plans. Similar increases are found in the "some college" and the "four-year college" groups, and the results for the follow-up data parallel those for the base-year data. In short, the data for SES show that higher SES terminal degree graduates are more likely to hold postsecondary education plans, and that higher SES terminal degree graduates are more likely to plan on college or an advanced degree.

Regarding the timing of the decision to attend college, 25.8% of terminal degree graduates expected to attend college while they were in the ninth grade while 66.8% of those who have pursued some form of postsecondary education expected to attend college in the ninth grade. Similar large differences exist across all SES groups. While the percentage of low and moderate SES terminal degree graduates who expected to attend college in the ninth grade are similar, (22.5% and 23.9%, respectively), the percentage of postsecondary education students planning college

in the ninth grade rose from 49.0% among low SES respondents to 63.4% among moderate SES respondents. In the high SES group, the percentages planning on college in the ninth grade are higher than the other SES groups for both the terminal degree graduates and the postsecondary education respondents (49.1% and 81.9%, respectively); the postsecondary group scores substantially higher. Hence, differences exist both by terminal degree status and by SES.

The age at which terminal degree graduates expect to finish their education is 19.6, compared to 21.9 for the postsecondary education group. For both of these groups, the mean age increases slightly across the three SES groups. For example, the mean ages for low and high SES terminal degree graduates are 19.4 and 20.9 respectively, while the corresponding values for the postsecondary education group are 21.5 and 22.4. The data show those with postsecondary education expect to be in school longer and that the higher the SES, the longer people think they will be in school. These findings corroborate the higher educational expectations held by higher SES respondents.

Table 2 shows how the educational expectations of terminal degree graduates and postsecondary education students changed between 1980 and 1982. In reviewing these changes, it should be noted that "don't know" was listed as a response category in 1982 but not in 1980. Interestingly, a substantial proportion of those selecting an educational level in 1980 answered "don't know" in 1982. The proportions of terminal degree graduates answering "don't know" are quite similar for the "high school

graduation," "vocational-less than two years," and the vocational-two years or more" categories-26.0%, 28.8%, and 28.9% respectively. Those who selected less than four-year college categories in 1980 were somewhat more likely to answer "don't know" in 1982; the percentage of "college-less than two years" respondents was 36.2% and the percentage of "college-two years or more" respondents was 33.0% Those with very high educational aspirations, i.e., those who expected to finish college or to complete an advanced degree, were somewhat less likely to answer "don't know" in 1982. The percentage for the "finish college" category is 24.2% and the percentage for the "advanced degree" category is 18.8%.

The percentages of the postsecondary education group who answered "don't know" are noticeably lower than those for terminal degree graduates. At the lowest two categories, the differences are less substantial with 22.4% of the "high school graduation" category answering "don't know" and 20.8% of "vocational-less than two years" category selecting this response. At the higher levels of expectation, however, the postsecondary education group is substantially less likely to answer "don't know." For example, the three college categories are only one-half to one-third as great; 11.7% of the "college-less than two years" answered "don't know," 15.4% of the "college-two years or more" category selected this response, and only 8.5% of the "finish college" category selected this response. In short, the postsecondary education students are substantially more consistent in their educational expectations.

These data show that among terminal degree graduates, those with very high educational expectations are somewhat less likely to become less sure of their expectations, that those planning on attending college for any length of time but not completing a four-year program are the most likely to become uncertain, and that those with vocational plans or no educational expectations beyond high school fall between the two college categories and the two highest categories in terms of developing uncertainty. In short, the data suggest that substantial proportions selecting a level of educational expectations will answer "don't know" when given the option to do so. The data also show that even at two years after graduation a substantial proportion of terminal degree graduates are still somewhat unsure of their educational expectations.

In summary, the data presented in Table 2 show a remarkable degree of shifting in the educational expectations held in 1980 and 1982 among both terminal degree graduates and postsecondary education students. Those terminal degree graduates most likely to retain their expectations are those in the "high school graduation" and "finish college" categories, and those least likely to retain their selections are in the "college-less than two years" category. Postsecondary education students are more likely to retain their choices, as reflected in the higher percentage selecting the same category in both years. These results suggest that those with the highest and the lowest expectations are the most likely to retain those expectations, perhaps because these two categories can only move in one direction. The data also show a considerable degree of uncertainty

in the educational expectations of the terminal degree graduates, particularly among those planning to attend but not necessarily finish college.

Ability Differences

Substantial ability differences exist in the proportion of respondents who are terminal degree graduates. Only 11.0% of high ability respondents are terminal degree graduates, while 41.1% of the remaining respondents are terminal degree graduates. The percentages for NLS72 are very similar: 12.2% and 41.7%. In both time periods, almost 90% of high ability respondents pursued some form of postsecondary education. It was noted above that 35.9% of the NLS72 terminal degree graduates did pursue some type of postsecondary education beginning in the third year after high school graduation or later. This value differs considerably by ability level: 53.5% of high ability terminal degree graduates and 33.5% of non-high ability terminal degree graduates experienced deferred enrollment. These data reaffirm the direct connection between aptitude and educational attainment in our society.

Table 3 presents the postsecondary education plans at base-year and first follow-up for terminal degree graduates, by ability level. The data show that 77.3% of high ability terminal degree graduates held postsecondary education plans in 1980, compared to only 51.3% of the remaining terminal degree graduates; comparable figures for 1982 are 77.9% and 46.7%. Although the proportion of high ability students planning postsecondary education remained stable over the two years, the proportion of non-high

ability students with such plans declined slightly. While these data show very clear ability differences, they also show that approximately one-half of non-high ability students have postsecondary education plans.

Ability differences also exist for the level of education expected. At base-year, 23.7% of high ability terminal degree graduates plan on vocational education, compared to 55.7% of other terminal degree graduates. Comparable figures for 1982 are 23.7% and 46.9%. About one-fourth of both high ability and other ability level terminal degree graduates plan to attain at least some college in 1980, and about one-third held such expectations in 1982; neither of these ability differences are statistically significant. However, 28.2% of high ability terminal degree graduates plan to attain a four-year college degree, compared to only 13.2% of other terminal degree respondents; comparable figures for 1982 are 30.3% and 16.0%. Similar differences exist among those expecting an advanced degree. In 1980, 21.6% of the high ability respondents anticipated an advanced degree as compared to only 7.5% of other terminal degree graduates; comparable figures for 1982 are 14.2% and 7.2%. These data show clearly that high ability is very directly linked with educational expectations among terminal degree graduates. Moderate or low ability graduates are much more likely to expect vocational education and high ability graduates are much more likely to anticipate completing college or an advanced degree.

High ability students are also more likely to have college plans at an earlier age. That is, 54.0% of high ability terminal degree graduates expected to attend college in the ninth grade,

while only 22.8% of other terminal degree respondents had such plans at that age. Similarly, high ability students expect to finish their education at a later age, given their higher educational expectations. The mean age at which high ability students plan to finish their education is 21.3, while the mean age for other students is 19.4. These data underscore the direct connection between ability level and educational expectations in our society.

CHAPTER 3 Research Issue 2

This chapter compares terminal degree graduates with post-secondary education students on a variety of background, social, academic, and work variables. In addition to overall differences, differences within SES groups are also examined. Furthermore ability differences are presented, as are the differences between terminal degree graduates with and without postsecondary education plans.

Background Variables

The results for the background variables are reported in Table 4. Slightly less than half (47.3%) of terminal degree graduates are female, while slightly more than half (53.8%) of postsecondary education students are female. This greater propensity for postsecondary education students to be female occurs in all three SES groups. While the difference is not large, the data do show that terminal degree graduates are somewhat less likely to be female. This difference may simply reflect the dramatic rise in college enrollments by women in recent years. Similarly, men may be less likely to enroll in postsecondary education given the perceived declining economic returns on such an investment.

Although the difference in percentage black between the two groups is not statistically significant, terminal degree graduates are somewhat more likely to be Hispanic than postsecondary education students (11.6% versus 7.6%). These data suggest that Hispanics are somewhat more likely to be terminal degree graduates than to be in the postsecondary education group. However, the

results for the three SES groups indicate no statistically significant differences; instead, the percentage Hispanic declines as SES increases. In short, it appears that Hispanics are somewhat more likely to be terminal degree graduates because they are somewhat more likely to be in the low SES category.

Aptitude differences also exist between the two groups: terminal degree graduates score 45.6 while postsecondary education students score 52.6. This higher performance holds up across the three SES subgroups. In short, pursuit of further education is in part connected with aptitude.

Terminal degree graduates are also more likely to come from larger families; the mean number of siblings is 3.5 compared to 2.9 for postsecondary education students. This difference holds up across the three SES subgroups. Perhaps respondents from larger families are less likely to be able to afford postsecondary education. Perhaps more important than family size is the presence of siblings in college. These siblings may act as role models and their presence in college may reflect a family orientation that emphasizes education. Over one-fifth (21.6%) of terminal degree graduates have siblings in college, compared to 36.7% of postsecondary education students; these differences hold up across the three SES subgroups. These data suggest clearly that respondents with siblings in college are more likely to pursue further education themselves, supporting the role modeling effect noted above. Differences on a final background variable -- handicap status -- are not statistically significant.

Ability Differences Table 5 reports the differences between high ability and other terminal degree graduates on these same

variables. The results show that high ability terminal degree graduates are substantially less likely to be female (36.6% versus 49.8%), much less likely to be black (1.5% versus 12.1%), and much less likely to be Hispanic (2.1% versus 12.9%). In addition, they have much higher SES scores (.03 versus -.38). Comparisons on aptitude for high ability versus other students are inappropriate since this variable was used to identify high ability students.

High ability students come from smaller families (3.0 versus 3.6), although the difference on siblings in college is not statistically significant. Finally, the difference between the two ability groups on handicap status is neither substantively nor statistically significant. In summary, high ability terminal degree graduates are less likely to be female and a member of a minority group, are more likely to come from a high SES background, and are less likely to come from large families.

Postsecondary Education Plans Table 5 also reports the differences between terminal degree graduates with and without postsecondary education plans at the follow-up. The results show that terminal degree graduates with postsecondary education plans are substantially more likely than terminal degree graduates without such plans to be black (15.8% versus 6.7%), come from somewhat higher SES backgrounds (-.20 versus -.45), have somewhat higher aptitude scores (47.2 versus 44.0), and are more likely to have siblings in college (27.1% versus 18.2%). The differences on the remaining background variables are not statistically significant. In short, these data underscore the relatively high

educational aspirations of blacks and the generally higher educational expectations of higher SES respondents. Aptitude is again shown to be linked with postsecondary education plans. The possible role modeling effect of siblings in college is also seen.

Orientations

Table 4 also shows terminal degree graduates to be more family oriented than postsecondary education students (.025 versus .012); however, this greater propensity is not statistically significant for any of the SES subgroups. The results for community orientation are not statistically significant. The data for locus of control indicate that postsecondary education students have a more internal locus of control (.025 versus .009). However, this difference applies only to the moderate SES subgroup; the results for the other two SES subgroups are not statistically significant. Since the self-concept scale was reverse scored (i.e., a high score reflects low self-concept), the data indicate that the postsecondary education group has a higher level of self-concept (.006 versus .041). This difference is maintained in the upper two SES subgroups. This finding suggests that self-conceot may be related to the pursuit of further education.

The results for the stress indicator show that terminal degree graduates are somewhat more likely to feel stress (66.9% versus 61.7%); however, the comparisons within the three SES subgroups show no statistically significant differences. Regarding the importance of leisure, the results show that the postsecondary education group is more likely to rate leisure as

very important (73.5% versus 64.5%). This difference is maintained in the high and low SES subgroups. This finding suggests that pursuit of further education may be linked with such values as the importance of leisure.

Ability Differences The comparisons on these orientations for high ability versus other terminal degree graduates are reported in Table 5. None of the results are statistically significant. These results suggest that high ability terminal degree graduates do not differ from other terminal degree graduates on the orientations examined.

Postsecondary Education Plans The comparisons on these orientations for those terminal degree graduates with and without postsecondary education plans are also recorded in Table 5. Only one variable is statistically significant: those holding postsecondary education plans are more likely to stress the importance of leisure (69.4% versus 60.3%).

Significant Others

Table 4 also reports the data for the influence of various significant others. Turning first to parental influence, the data show that both fathers and mothers have substantially greater influence on the postsecondary education group than they do on the terminal degree graduates (42.0% versus 29.9% for father's influence, and 47.7% versus 34.7% for mother's influence). The analyses for SES show that this greater influence on the postsecondary education group holds, although parental influence for both groups increases as SES increases. Hence, apart from SES, parents are more likely to have influence

on the postsecondary education group. Perhaps this greater reported influence is a product of the children pursuing a parentally desired option. That is, parents are generally more likely to value the pursuit of postsecondary education than they are the attainment of only a terminal degree.

The results for counselors' influence are not statistically significant, although the results for teachers' influence show that teachers have a greater influence on the postsecondary education group (16.0% versus 12.2%). This greater teacher influence holds up in the lower two SES subgroups. Since teachers typically value education, it is reasonable to expect the postsecondary education group to report greater teacher influence. The results for friends' influence are not significant.

The preceeding indicators of significant others' influence reflect only the overall level of influence. Two other indicators also show the effect of parental expectations. These two items are father's and mother's expectations for after high school activities. The percentage of postsecondary education students indicating that their fathers expect them to attend college after high school is 74.3%, as compared to 29.3% of the terminal degree graduates. The percentage of the postsecondary education group noting that their mothers expect them to attend college after high school is 82.6%, while the percentage of terminal degree graduates noting such expectations is 36.2%. Both of these differences hold up across the three SES subgroups, although the percentages rise for both groups across the SES subgroups. In all cases, mother's expectations are higher than father's. In short, these data underscore the importance of

parental expectations for enrollment in some form of postsecondary education.

Ability Differences Table 5 reports the same analyses for significant others for high ability versus other terminal degree graduates. Minimal differences exist between high ability and other terminal degree graduates on parental influence, counselors' and teachers' influence, and friends' influence. However, the father's and mother's expectations for college attendance after high school are substantially higher for the high ability category (55.7% versus 26.1% for father's expectations and 60.0% versus 34.1% for mother's expectations). In short, high ability terminal degree graduates are no more likely to be substantially influenced by significant others, although their parents are more likely to expect them to attend college.

Postsecondary Education Plans Table 5 also reports the same analyses for terminal degree graduates with and without post-secondary education plans. Few differences exist between those with and without such plans on parental influence, counselors' and teachers' influence, and friends' influence. However, the father's and mother's expectations for college attendance after high school are substantially higher for those with postsecondary education plans (39.9% versus 18.1% for father's expectations and 47.3% versus 25.0% for mother's expectations). In short, parents are important in the formation of postsecondary education plans.

School Experiences

Table 6 reports on the school experiences of terminal degree graduates versus postsecondary education students. The data are

also reported separately for the three SES subgroups. As expected, substantial differences exist in the percentages in the academic and vocational curricula. While 44.2% of the postsecondary education group is in the academic curriculum, only 12.0% of the terminal degree graduates is in this program. Similarly, while 32.0% of the terminal degree graduates are in the vocational program, only 14.9% of the postsecondary education group are in this program. These results are substantiated in the analyses for the SES subgroups, although the percentage in the academic curriculum rises steadily as SES increases and the percentage in the vocational curriculum declines.

The postsecondary education group is also considerably more likely to take mathematics, science, and foreign languages courses. The mean number of years of mathematics courses completed is 2.24 versus 1.67; the mean number of years of science courses completed is 1.93 versus 1.38; and the mean number of foreign languages courses completed is 1.06 versus .47. The postsecondary education group is somewhat more likely to take English courses (2.99 years versus 2.87) and social studies courses (2.37 years versus 2.24). However, the terminal degree graduates are more likely to complete vocational course work (2.84 years versus 2.19 years). These differences generally hold up across the three SES subgroups, although the highest SES subgroup shows higher completion rates for the academic courses. Terminal degree graduates are also more likely to have completed remedial English (40.3% versus 24.1%) and remedial mathematics (41.3% versus 22.7%). These results also hold up with controls

for SES, although the percentages in both programs are substantially lower for high SES postsecondary education students than they are for low SES postsecondary education students. Substantial differences also exist on GPA: terminal degree graduates have a mean GPA of 2.52 versus 2.95 for the postsecondary education group. These differences hold up across SES subgroups. This performance measure reflects the greater academic commitment and higher aptitude of the postsecondary education group.

The greater academic commitment in the postsecondary education group also shows up in some of the other school experiences, particularly those pertaining to academic involvement. For example, 53.8% of the postsecondary education group completed 3 or more hours of homework per week compared with only 31.1% of terminal degree graduates. This difference holds up across the SES subgroups, although the higher the SES the more likely the postsecondary education students are to complete this amount of homework. Also, 44.8% of the postsecondary education group notes that their high school courses were too hard, compared with 54.9% of the terminal degree graduates. This difference is also substantiated by the SES subgroups analysis.

In the same vein, 25.7% of the postsecondary education group indicates that it is hard to adjust to the school routine compared to 37.2% of terminal degree graduates; this difference persists across the SES subgroups. Of the terminal degree graduates, 60.9% report being interested in school compared to 80.9% of the postsecondary education group; this analysis is substantiated by the SES subgroups analysis. Similarly, 64.1% of terminal degree graduates report being

satisfied with their education, compared to 71.5% of the postsecondary education group. Once again, this difference persists across the SES subgroups.

A final indicator of academic performance is perceived ability to complete college. For terminal degree graduates, only 24.8% feel they have the ability to complete college compared to 60.1% of the postsecondary education group. This difference also is supported by the SES subgroups analysis, although the percentages of both groups who feel they have the ability to complete college rises considerably in the highest SES category. In short, these indicators of academic commitment and involvement suggest a very clear pattern of greater commitment and involvement among the postsecondary education students. This difference is to be expected given the fact that these students have already entered some form of postsecondary education, prima facie evidence of their greater commitment and involvement.

Interestingly, the postsecondary education students are also more likely to be involved in extracurricular activities. These students participate in a mean of 2.6 activities, compared to only 1.7 for the terminal degree graduates. This difference persists in two of the SES subgroups. Also, the terminal degree graduates score considerably higher on the delinquency index (.87 versus .62), further testimony to their lower level commitment to the educational institution. That is, as students become less committed to the academic demands of the educational institution, they may become more involved in more delinquent activities and become so labeled by school officials. Interestingly, terminal degree graduates are somewhat less likely to label themselves as

popular (74.5% versus 80.7%). Finally, terminal degree graduates are more likely to participate in special programs (.49 mean number versus .28): this difference persists in two of the SES subgroups. Since three of the four special programs included in the index reflect participation in work (cooperative education, work study and CETA), this difference simply reflects the greater involvement of terminal degree graduates in the work force. In short, not only are terminal degree graduates less academically integrated, but they also are less integrated in terms of extra-curricular activities and perceived popularity.

Ability Differences Table 7 reports the differences between high ability versus other terminal degree graduates on the school experiences analyzed above. As expected, high ability terminal degree graduates are substantially more likely to be in the academic curriculum (37.9% versus 11.8%), and substantially less likely to be in the vocational curriculum (20.6% versus 39.0%). Similarly, they are more likely to complete several types of courses. The values for mathematics courses completed are 2.20 versus 1.62; the values for science courses completed are 2.00 versus 1.32; and for foreign languages they are .97 versus .42. However, high ability students are somewhat less likely to complete vocational course work (2.10 versus 2.86). High ability students also have substantially higher GPA's (2.90 versus 2.49).

High ability students also show greater academic commitment on the other indicators. Regarding homework completed, 48.9% of the high ability terminal degree graduates report completing three or more hours of homework per week, compared to only 29.8%

of the others. Also, 34.5% of the high ability subgroup find their courses to difficult while 56.9% of the others feel this way. Regarding interest in school, 71.7% of the high ability students report being interested in school compared to 59.7% of the others. Regarding the ability to complete college, 57.1% of the high ability category feels they have this ability compared to only 20.8% of the others. In addition, high ability students are substantially less likely to participate in special programs (.24 versus .51). The differences on the remaining academic and nonacademic variables are not statistically significant.

In short, these data suggest that high ability terminal degree graduates are substantially more academically inclined than are the other terminal degree graduates . This conclusion underscores the more general conclusion noted above linking academic aptitude to educational expectations and attainment.

Postsecondary Education Plans Table 7 also reports the differences between those terminal degree graduates with and without postsecondary education plans on the school experiences analyzed above. As expected, those with postsecondary education plans are more likely to be in the academic curriculum (18.4% versus 7.3%), and somewhat less likely to be in the vocational curriculum (29.7% versus 33.9%). They also have completed more mathematics courses (1.84 versus 1.53), more science courses (1.52 versus 1.28), and more foreign languages courses (.65 versus .33). Their greater commitment to academics also appears in the results for homework: a percentage of those completing three or more hours per week is 37.4% versus 25.0%. Similarly, they are more likely to be interested in school (64.7% versus

57.1%), although they reflect a lower level of satisfaction with their education (59.8% versus 71.9%). Perhaps this lower level of satisfaction helps promote further interest in more education. As expected, those with postsecondary education plans are more likely to feel that they have the ability to complete college (37.2% versus 16.0%). Finally, those with such plans are more likely to engage in extracurricular activities (1.9 versus 1.6), and are more likely to consider themselves as popular (78.7% versus 71.4%).

In short, these data highlight the greater academic orientation and commitment among those with postsecondary education plans. The one exception is the item on satisfaction with their education. Their greater commitment to education as an institution is also seen in the results for participation in extracurricular activities and popularity.

Work Characteristics

Table 8 reports the differences between terminal degree graduates and postsecondary education students on a variety of work characteristics; the table also contains analyses by the SES subgroups. The score on the composite work orientation scale described in Chapter 1 does not differ statistically significantly across the SES subgroups.

Several differences also appear in the work values held by the two groups. For example, 34.7% of the terminal degree graduates rate previous work experience in the area as very important for selecting an occupation, compared to 30.0% of the postsecondary education students. However, this difference does not attain

statistical significance in the three SES subgroups. Among terminal degree graduates, 50.6% rate good income as very important compared to 42.8% of the postsecondary education students. While the direction and magnitude of this difference holds across the three SES subgroups, it is statistically significant only for the moderate category.

Regarding the importance of performing important and interesting work, 79.6% of terminal degree graduates rate this as very important while 89.3% of the postsecondary education group does so; this difference holds up across the three SES subgroups. There are no statistically significant differences on the remaining values of security, autonomy, and working with people. In short, terminal degree graduates are somewhat more likely to stress previous experience and good income, while they are somewhat less likely than the postsecondary education students to emphasize performing important and interesting work.

The difference on the item "work just for money" is not statistically significant. However, 60.1% of terminal degree graduates note that work is more enjoyable than school while only 43.9% of postsecondary education students note this difference. This difference occurs across all three SES subgroups. Similarly, 23.8% of the terminal degree graduates note that work is more important than school compared to only 9.3% of the postsecondary education students. This difference also persists across the SES categories. These data show quite clearly the greater academic commitment of the postsecondary education group and the greater work involvement of the terminal degree graduates.

A few other differences also exist. The lowest hourly wage acceptable after completing high school is slightly higher for terminal degree graduates ($3.55 versus $3.50); this difference is not maintained across the three SES subgroups. Consistent with the analyses noted above, terminal degree graduates expect to start their first regular job at a mean of 18.5 years of age compared to 20.6 for the postsecondary education group; this difference persists across the three SES subgroups.

Regarding work experiences, the mean number of hours worked per week for terminal degree graduates is 22.0 versus 19.7 for the postsecondary education group; this difference persists across the SES subgroups. The percentage who worked the week preceeding the completion of the questionnaire in 1980 also differed, with 53.9% of the terminal degree graduates in this status versus 58.1% of the postsecondary education group. However, this difference does not remain with controls for SES. Finally, the age at which respondents first worked does not differ substantially between the two groups. In short, these data generally confirm the greater academic involvement of postsecondary education students, and the greater work involvement of the terminal degree graduates. These differences simply reflect the different life experiences of these two groups of respondents. In terms of their work values, the terminal degree graduates tend to emphasize income while postsecondary education students tend to emphasize performing important and interesting work.

Ability Differences Table 9 reports on the differences between high ability versus other terminal degree graduates on the variables analyzed above. Several of the differences are

statistically significant. The percentage who note that previous work experience is a very important value is 24.4% for high ability versus 36.1% for the others. Regarding the good income value, 35.4% of the high ability noted it as very important, compared to 52.2% of the others. Regarding important and interesting work, the respective values are 88.9% and 79.1%. Finally, they differ on the working with people value; 55.6% of high ability terminal degree graduates note this is very important compared to 67.0% of other terminal degree graduates. There were no statistically significant differences on work orientation, and on the security and autonomy work values. In short, high ability terminal degree graduates de-emphasize previous experience and good income and working with people and emphasize the performance of important and interesting work.

While no statistically significant differences exist for the "work just for money" and "work is more enjoyable than school" items, 15.2% of the high ability terminal degree graduates note that work is more important than school compared to 24.4% of other terminal degree graduates. These high ability respondents presumably have a greater academic commitment while the other respondents have a greater work commitment. Although there is no statistically significant difference in the lowest hourly wage acceptable after completing high school, the age at which the respondents expect to start their first regular job does differ slightly; 19.3 for high ability versus 18.4 for the others. Apparently high ability students plan to start their first regular job slightly later due to the greater academic commitment.

Regarding work experiences, the mean number of hours worked per week differs slightly; 19.6 for high ability versus 22.1 for the others. Although no statistically significant difference exists for work status in the week preceeding the questionnaire, the age at which the respondents first worked for pay does differ slightly; 13.6 for high ability versus 14.3 for the others. In short, these data substantiate the conclusions noted above, i.e., the greater work involvement and commitment among non-high ability students and the greater academic commitment among the high ability students.

Postsecondary Education Plans Table 9 also reports on the differences between those terminal degree graduates with and without postsecondary education plans. Although most variables show some differences, only two are statistically significant. Terminal degree graduates with postsecondary education plans expect a higher hourly wage after high school ($3.60 versus $3.52), and they are more likely to start their regular job at a later age (19.0 versus 18.1). Both these differences reflect the greater expectations of those with postsecondary education plans regarding their work experiences.

Work Performed in High School

Table 10 compares the two groups on the type of work performed while in high school. A review of the table indicates a generally high degree of similarity between the two groups on most of the job categories. The largest difference is for "store clerk/sales person," with 15.7% of terminal degree graduates holding such a job compared to 19.7% of the postsecondary

education group. Most of the other differences are two percentage points or less.

Occupational Aspirations

Table 11 reports the occupational aspirations held by the two groups. The results indicate substantial differences in the occupational aspirations held by these two groups. For a few categories, the differences are minimal or nonexistent. For example, the "sales" category attracts 1.8% of each of the two groups; "service" attracts 5.0% of the terminal degree graduates and 3.1% of the postsecondary education group; the "proprietor/owner" category attracts 4.3% of the terminal group and 3.2% of the postsecondary education group; and 8.5% of the terminal degree graduates selected the "technical" category compared to the 9.5% of the postsecondary education group. Other differences are more substantial although still moderate. For example, "school teacher" is selected by 2.0% of the terminal degree respondents and 4.9% of the postsecondary education group; "protective service" is selected by 2.8% of the first group and 1.5% of the second group; and 5.6% of the first group selected the "manager/administrator" category while 7.5% of the second group selected this category.

The remaining categories showed much greater differences. For example, the percentages for the "clerical" category are 13.7% and 7.8% for the terminal degree graduates and post-secondary education group respectively; for "craftsman" they are 15.9% and 4.6%; for the "farmer/laborers" category they are 7.8% and 2.5%; for the "homemaker" category they are 5.4% and 1.7%;

for the "military" category they are 3.2% and .9%; for the "operative (e.g., machine operators)" category they are 5.5% and 1.2%; and for the "professional 1" category (e.g. nurse, etc.) they are 14.8% and 33.8%, and for the "professional 2" category (e.g. M.D., etc.) they are 3.8% and 16.5%.

In short, the differences in the occupational aspirations held by terminal degree graduates and postsecondary education students are reflected in their post-high school activities. Those who have pursued some form of postsecondary education are more likely to aspire to an occupation requiring an advanced education, such as a professional or managerial occupation, while those who are terminal degree graduates are more likely to aspire to occupations not requiring an advanced education, such as laborer or craftsman/operative or a service or military position. In summary, these data reaffirm the connection between pursuit or non-pursuit of postsecondary education and occupational aspirations.

Sex Differences Since occupational aspirations frequently vary by sex, the results are also reported for males and females (see Table 11). The data do show noticeable sex differences. Females are substantially more likely to select the "clerical," "homemaker," "professional 1," "school teacher," and "service" categories; males are substantially more likely to select the "craftsman," "farmer/laborer," "military," "operative," "proprietor/owner," "protective service," and "technical." The remaining categories had sex differences that were less noticeable. Many of the differences noted above between terminal degree graduates and postsecondary education students are

maintained within the sexes. For example, although females are substantially more likely to select the "clerical" category, in both sexes terminal degree graduates are also more likely to select this category. The greater propensity for terminal degree graduates to select the "craftsman," "farmer/laborer," "homemaker," "military," and "operative," categories are seen in both sexes. Similarly, the greater propensity for postsecondary education students to select the two professional categories is also clearly seen in both sexes. In short, the data show substantial differences between terminal degree graduates and postsecondary education students, as well as between males and females.

School Characteristics

Table 12 reports the differences in school characteristics between terminal degree graduates and postsecondary education students. The table contains data from both the student questionnaire and from the school questionnaire, the data are reported by SES groups as well. Turning first to some of the assessment items, 52.8% of the terminal degree graduates rate the quality of instruction as good or excellent compared to 66.3% of the postsecondary education group. This difference holds within the SES subgroups, although those from the highest SES category rate the quality more highly. Regarding teacher interest, 47.9% of the terminal degree graduates rate it as good or excellent compared to 59.7% of the postsecondary education group; this difference is maintained in two of the three SES categories. These data suggest that postsecondary education students are more likely to rate the

quality of instruction and teacher interest more highly, perhaps given their commitment to academics. Regarding violence in the schools, 11.8% of the terminal degree graduates report not feeling safe compared to only 6.4% of the postsecondary education group; this difference holds in two of the SES subgroups. Apparently terminal degree graduates are more likely to be in high schools with higher levels of violence, or at least they are more likely to feel that they are not as safe.

Turning next to the specific assessment items, there is no statistically significant difference in the percentage who agree that more emphasis should be placed on academic preparation. However, 76.5% of the terminal degree graduates feel that more emphasis should be placed on vocational training, compared to 63.6% of the postsecondary education group. While two of the three SES subgroups do not have statistically significant differences, the differences are of approximately the same magnitude and direction as the overall difference. In short, terminal graduates are more likely to feel that their high school should emphasize vocational training to a greater extent, undoubtedly due to the fact that these students are more likely to immediately benefit from such training. Similarly, terminal degree graduates are somewhat more likely to agree that insufficient work experience was provided in high school (62.6% versus 55.3%); although only one SES group has a statistically significant difference, the magnitude and direction of the difference is apparent in all three groups. This item underscores the importance that terminal degree graduates place on work experience in preparation for their jobs.

Regarding the provision of counseling services, 56.6% of the terminal degree graduates agreed that educational counseling was provided compared to 65.0% of the postsecondary education group; only one of the SES groups is statistically significant, although the differences in all three support the basic difference. While 50.3% of the terminal degree graduates agreed that employment counseling was provided, only 38.5% of the postsecondary education feels that way; the differences in the SES subgroups parallel those noted above. In short, these data suggest that postsecondary education students are more likely to feel that their educational counseling needs were met while terminal degree graduates were more likely to feel that their employment counseling needs were met.

Turning next to the items from the school questionnaire, the difference in size is not statistically significant; neither is the difference in average daily attendance rates. However, the percentage of the high school's graduates who are in college does differ, with terminal degree graduates coming from high schools with a lower proportion (41.7% versus 51.4%); this difference is maintained across the SES subgroups. Similarly, terminal degree graduates are somewhat more likely to come from schools with a slightly higher drop out rate (9.8% versus 8.1%); this difference is maintained only in the high SES subgroup. They are also slightly more likely to come from high schools that provide work experience and occupational training (85.0% versus 82.1%), a difference found across the SES groups.

Terminal graduates come from high schools with slightly fewer counselors (a mean of 3.7 versus 4.2), although this difference does not attain statistical significance in the SES subgroups. In

addition, the magnitude of the difference diminishes substantially due to the fact that the higher SES subgroup has a much higher number of counselors. Hence, it appears that the social class of the respondents is more important than the number of high school counselors. A final statistically significant difference is the percentage coming from a public school; terminal degree graduates are somewhat more likely to be in such schools (95.8% versus 87.0%). Although the magnitude and direction of this difference is maintained across the SES subgroups, only one is statistically significant. Per pupil expenditures, a mean delinquency score, and an indicator of the number of rules in the schools all fail to reach statistical significance.

In short, these data from the school questionnaire show that terminal degree graduates are somewhat more likely to come from high schools with lower enrollment rates in college and higher drop out rates. Their schools are more likely to emphasize work experience and vocational training, and are more likely to be public, although they have a lower number of counselors. In short, terminal degree graduates tend to come from high schools with fewer resources. In fact, the per pupil expenditure differs by about $150, but this difference is not statistically significant given the size of the standard error.

Ability Differences Table 13 reports ability differences on these same characteristics. Only two of the student questionnaire items are statistically significant, and none of the school questionnaire items are statistically significant. High ability terminal degree graduates are substantially more likely than other

terminal degree graduates to rate the quality of instruction as good or excellent (70.2% versus 51.5%), and they are substantially less likely to report that they do not feel safe (4.9% versus 11.9%). In addition, 35.3% of high ability terminal degree graduates agree that employment counseling was provided compared to 51.8% of other respondents. In short, these data show minimal differences between high ability and other terminal degree graduates. Those variables with statistically significant differences suggest a higher level of quality of instruction for the high ability students paralleled with a lower percentage of those not feeling safe. In addition, high ability respondents are substantially less likely to report the provision of employment counseling.

The fact that none of the school questionnaire items are statistically significantly different suggests that personal characteristics distinguish high ability from other terminal degree graduates more than do school characteristics.

Postsecondary Education Plans Table 13 also reports the data on those terminal degree graduates with and without postsecondary education plans on the school characteristics examined above. None of the items from the student questionnaire showed statistically significant differences. This finding suggests that student perceptions of the quality of their educational experiences is not significantly linked to the formation of postsecondary education plans. However, several items from the school questionnaire do show statistically significant differences. Students with postsecondary education plans are more likely to come from larger schools (1,364.0 versus 1,126.2). Although statistically significant, the difference in average daily attendance rate is small (91.2 versus

92.1). A contextual effect of schools appears in the results for the item reflecting the percentage of graduates in college: those with postsecondary education plans are more likely to come from schools with a higher percentage of graduates in college (44.7% versus 39.0%). They also come from schools with a slightly higher mean number of counselors (4.0 versus 3.2). This finding suggests that the presence of counselors may promote educational expectations among student. Finally, those with postsecondary education plans are found in schools with a slightly higher score on the delinquency index (17.3 versus 16.6), and are somewhat less likely to attend public schools (93.2% versus 97.6%).

In short, these data clearly show the effect of several school questionnaire items, thereby documenting the potential effect of school context on the formation of postsecondary education plans. Those with such plans are more likely to be in larger schools with a greater percentage of graduates in college and a higher number of counselors. They are also less likely to come from public schools and more likely to come from schools with a higher delinquency score. Apparently students in private schools are more likely to develop postsecondary education plans, due perhaps to the greater emphasis on academics found in such schools.

Parental Responses

Table 14 records the differences in parents' responses to several items. Differences are also reported by SES. The percentage of parents satisfied with the education of their children is substantially lower for terminal degree graduates (30.8% versus 41.9%); while the magnitude and direction of this difference is

maintained across the three SES subgroups, it is statistically significant in only one. As expected, terminal degree graduates have parents with substantially lower educational aspirations for their children, as indicated in the percentage who selected the "two year college or higher" category (37.2% versus 83.3%). This difference is maintained in two of the SES subgroups. In short, these two items suggest that the parents of terminal degree graduates are substantially less oriented to educational aspirations and educational quality.

There is no statistically significant difference on the item "child is a hard worker." However, the percentage of parents noting they've had a great deal of influence on the plans of their children differed considerably; 23.7% of terminal degree graduates and 39.1% of the postsecondary education group. This difference is statistically significant in only one SES subgroup. Similarly, parents of terminal degree graduates are less likely to indicate that they talk a great deal with their children about future plans (63.8% versus 75.6%). This difference is statistically significant in only one SES subgroup. Parents also show less approval of their children's activities for terminal degree graduates (64.9% versus 89.4%); this difference exists in two of the SES subgroups. In short, parents seem to have greater influence on the postsecondary education group and spend more time talking about their plans. Perhaps parents value the pursuit of education more than they do other selections made by their children.

The importance of education for parents is also seen in the amount of money they have saved for their children's future

education. Parents of terminal degree graduates are substantially less likely to have saved over $3,000 for this purpose (23.5% versus 40.5%); this difference holds in two of the three SES subgroups, although it is statistically significant in neither. The results for the remaining items--how they feel about their own education, the number of dependents, and single-parent family status--are not statistically significant.

In short, these data suggest that parents seem to be more attuned to and emphasize future education more for their post-secondary education children than they do for their terminal degree children. Parents generally emphasize further education, and those children who have pursued such education may simply have received and continue to receive greater parental support. Finally, a number of the statistically significant findings are mitigated by the SES subgroups analyses. This conclusion indicates that some of the differences noted may be due to social class more so than to the factors themselves. Apparently the social class background is as salient or more salient than many of the parental factors examined.

Ability Differences Table 15 reports the differences between high ability and other terminal degree graduates on these same items. Only one difference is statistically significant. Regarding the educational aspirations they hold for their children, 74.4% of the parents of high ability terminal degree graduates select "two-year college or more" category compared to only 33.7% of parents of other terminal degree graduates. This item underscores a conclusion noted above: ability is connected with pursuit of further education. The fact that none of the other differences were statistically significant suggests that the parents of high

ability terminal degree graduates do not differ substantially from the parents of other terminal degree graduates on these items. These data suggest that some of the personal characteristics noted above may be far more salient.

Postsecondary Education Plans Table 15 also reports the differences between terminal degree graduates with and without postsecondary education plans on the parent-supplied items. Once again, many of the items show noticeable differences, but only one is statistically significant. Educational aspirations held by parents for their children are expectedly higher among the post-secondary education plans group: 52.6% of the parents of students with such plans expect their children to attain at least a two-year college degree, compared to only 14.3% of the nonplans group. The connection between parental aspirations and children's postsecond-ary education plans is again seen. The fact that none of the other differences are statistically significant shows that a variety of other parental attitudes and characteristics are relatively unimportant for children's postsecondary education plans. For example, such items as frequency of talking about plans with children, saving for future education, feelings about their own level of education, family size, and single-parent family status seem relatively unimportant. These findings suggest that charac-teristics of the children themselves are more important.

CHAPTER 4 Research Issue 3

This chapter compares terminal degree graduates and post-secondary education students on a variety of work and family experiences since high school graduation. In addition to the basic comparisons, the analyses are also presented for the SES subgroups.

Work Experiences

Table 16 reports the data for work experiences since high school. Terminal degree graduates are considerably more likely to have participated in on-the-job training (16.1% versus 8.4%); however, this difference is statistically significant in only one of the SES subgroups. Interestingly, the postsecondary education group had a higher mean number of jobs (2.0 versus 1.8), and this difference is maintained in two of the three SES subgroups. Perhaps the postsecondary education respondents have held more but shorter jobs, perhaps as part of a series of jobs held while going to school. This conclusion is confirmed by the results for the number of hours worked per week, with terminal degree graduates working an average of 42.6 hours and postsecondary education working an average of 33.9 hours. This difference holds in two of the three SES subgroups. Perhaps because they are more likely to work full-time, the mean hourly wage of terminal degree graduates is slightly higher than the postsecondary education group ($5.18 versus $4.87); this difference is statistically significant in two of the three SES subgroups. The percentage reporting current employment is 75.8% for the terminal degree graduates and 64.1% of the postsecondary education group; this

difference is statistically significant in two of the three SES subgroups. There is no difference in the number of months unemployed. In short, these data suggest that terminal degree graduates are more likely to be involved in the work force and work a higher number of hours at a higher wage.

Table 16 also reports the data on a number of characteristics of respondents' current or last job. Most of these are statistically significantly different. Not surprisingly, 62.9% of the terminal degree graduates report that their job is more enjoyable than school, compared to only 44.7% of the postsecondary education group; the control for SES supports this conclusion. Terminal degree graduates are slightly more likely to note that their job encourages good working habits (87.4% versus 84.4%); however, this difference is not maintained across the SES subgroups. In addition, the postsecondary education group reports a higher level of satisfaction with their working conditions; 32.6% report being very satisfied compared to 25.5% of the terminal degree graduates. This difference is statistically significant in two of the three SES subgroups. However, terminal degree graduates are somewhat more likely to be very satisfied with the opportunities for promotion in their jobs (22.7% versus 18.0%); only one of the SES subgroups has a statistically significant difference. The difference between the two groups on satisfaction with opportunities for developing skills is not statistically significant.

The last four items in Table 16 report on the type of activity involved. Whereas 50.2% of the terminal degree graduates work with things, 42.7% of the postsecondary education

group does; while the magnitude and the direction of this difference are maintained across the SES subgroups, only one subgroup has a statistically significant difference. The performance of paperwork does not differ across the main two groups. However, terminal degree graduates report somewhat more frequently that they work with ideas (29.9% versus 22.2%); while the magnitude and direction of this difference are maintained across the SES subgroups, only one subgroup is statistically significant. Finally, terminal degree graduates are slightly less likely to work with people (63.9% versus 71.4%). Once again, only one of the SES subgroups has a statistically significant difference. In short, these data suggest that terminal degree graduates find work more attractive than they do school, undoubtedly a reflection of the career path choices they have made. Terminal degree graduates are somewhat less satisfied with their working conditions, although they are somewhat more satisfied with opportunities for promotion. This latter conclusion may simply reflect the full-time nature of their jobs, which generally involve greater promotion potential. Terminal degree graduates are also somewhat more likely to report working with things and ideas and somewhat less likely to report working with people.

Sex Differences Since work experiences frequently differ by sex, the analyses discussed above were also controlled for sex. The results are reported in Table 17. Several of the differences noted above hold up with controls for sex. For both sexes, terminal degree graduates are more likely to have completed on-

the-job training (15.2% versus 7.5% for males and 17.0% versus 9.2% for females), to have held a lower mean number of jobs (1.8 versus 2.0 for males and 1.7 versus 2.0 for females), and have worked a greater mean number of hours per week (45.5 versus 35.6 for males and 38.9 versus 32.4 for females). Among males only, terminal degree graduates are more likely to have been employed (84.2% versus 63.7%), while the difference for females is not significant. In addition, while there is no significant difference in the mean number of months unemployed for males, female terminal degree graduates have had a higher number of months unemployed (2.7 versus 2.2). In short, these data underscore some of the differences noted above, while outlining a few sex differences.

Table 17 also reports the sex differences for the characteristics of the current or last job. Only three of the differences noted at the zero-order level hold up with controls for sex: work is more enjoyable than school (65.1% versus 45.0% for males and 60.2% versus 44.5% for females), satisfaction with opportunities for promotion (23.6% versus 19.4% for males and 21.7% versus 16.9% for females), and working with ideas (32.4% versus 24.4% for males and 27.1% versus 20.4% for females). These data indicate that regardless of sex, terminal degree graduates are more likely to find their work more enjoyable than school, they are more likely to be satisfied with opportunities for promotion, and they are more likely to work with ideas. Among females, terminal degree graduates are somewhat less likely to be working with people (73.6% versus 80.9%). Among males only, terminal degree graduates are more likely to state that

their job encourages good work habits (86.6% versus 82.3%), they are less likely to be satisfied with their working conditions (21.7% versus 30.8%), they are more likely to be satisfied with the opportunity for developing skills (32.9% versus 28.4%), and they are more likely to be working with things (56.7% versus 47.1%). In short, many of the zero-order differences noted above are maintained, although a few of the differences pertain to only one sex. In addition, the overall differences between the male and female responses are not substantial.

Ability Differences Table 18 reports the differences between high ability and other terminal degree graduates on the work experiences variables analyzed above. Interestingly, there are no statistically significant differences between these two groups. Apparently, high ability terminal degree graduates have very few, if any, work experiences distinct from other respondents.

Postsecondary Education Plans Table 18 also reports the differences between terminal degree graduates who have and do not have postsecondary education plans. While a number of the variables show noticeable differences, only four are statistically significant. Those terminal degree graduates with postsecondary education plans have held a slightly greater number of jobs (1.84 versus 1.64), which may reflect the greater likelihood of holding several jobs for a shorter amount of time while in school. None of the other work experiences items were statistically significant. Regarding the characteristics of their current or last job, those with postsecondary education plans are

less likely to note that their job is more enjoyable than school (54.9% versus 68.6%). This difference simply reflects their greater commitment to further education. In their jobs, they are more likely to perform paperwork (27.4% versus 19.7%), and to work with people (67.7% versus 59.2%). These latter two findings suggest a more professional type of occupation held, undoubtedly a reflection of the higher level of education attained.

Job Held at Follow-up

Table 19 reports the occupations held by terminal degree graduates and postsecondary education respondents at the time of the follow-up. Noticeable differences exist in all seven occupational categories. While 3.9% of the terminal degree graduates reported the "professional/managerial" category, 6.3% of the postsecondary education group did so. Undoubtedly this difference reflects the advanced education requirements of many of these occupations. While 5.9% of the terminal degree graduates reported "sales," 10.4% of the postsecondary education group did so. Similarly, while 22.1% of the terminal degree graduates selected "clerical," 32.1% of the postsecondary education group did so. The postsecondary education group is more likely to work in a sales or clerical occupation; perhaps many of these occupations now require at least some college. As expected, terminal degree graduates are more likely to work in the "craftsman," "operative," and the "laborer/farmer" categories (18.7% versus 7.8%, 17.7% versus 6.4%, and 14.0% versus 9.3% respectively). Finally, the postsecondary education group is more likely to work in the "service" category (27.7% versus 17.7%).

These data highlight clear distinctions in the occupational pursuits of the two groups. The postsecondary education group is much more likely to work in the professional/managerial, sales/clerical, or service occupations; terminal degree graduates are more likely to select an occupation involving manual labor. These occupational pursuits reaffirm the connection between education and occupation in our society.

Sex Differences Table 19 also reports the differences between the two groups for males and females. The greater propensity for postsecondary education students to work in professional/managerial, sales, clerical, and service occupations is seen in both sexes. The greater propensity for terminal degree graduates to work in the craftsman and operative occupations is also seen in both sexes. The percentages working in laborer/farmer occupations differ by sex; for males, terminal degree graduates are more likely to be in this occupation (23.1% versus 18.0%), while among females terminal degree graduates the difference is negligible. While the data continue to show substantial differences between the terminal degree graduates and the postsecondary education group, noticeable sex differences also exist. Females are substantially less likely to work in professional/-managerial, craftsman, operative, and laborer/farmer occupations than are males; females are substantially more likely to work in clerical and service occupations. These differences substantiate the tendency for males to select higher status occupations.

Family Expectations and Experiences

Table 20 reports on several family expectations held in 1980 and experiences reported in 1982 by terminal degree and post-secondary education students. Comparisons are also made on social class. The expectations were all measured by the age at which the respondents expected to complete the particular family-related activity. As expected, the terminal degree group is more likely to expect getting married at an earlier age (22.1 years of age versus 23.5). They are also more likely to expect a child sooner (24.0 years of age versus 25.4). Finally, they are also more likely to expect living in their own home or apartment earlier (19.8 years of age versus 21.2). All of these differences are maintained across the SES subgroups.

Terminal degree graduates are far more likely to be married by the first follow-up in 1982 (21.9% versus 5.9%); this difference is maintained across the SES subgroups. Similarly, they are less likely to still be dependent upon their parents (27.7% versus 61.0%); this difference is also apparent in the three SES subgroups, although higher SES respondents in both groups are more likely to be dependent upon their parents. Terminal degree graduates are also more likely to have children (11.9% versus 3.0%); this difference is also apparent in two of the three SES subgroups. Interestingly, the number of children expected by terminal degree graduates is somewhat below that of the post-secondary education group (2.2 versus 2.4); although the direction and magnitude of this difference are maintained in the SES controls analysis, only one of the three groups is statistically significant. There is no statistically significant difference

between the two groups regarding the employment status of their spouses, although terminal degree graduates are substantially less likely to have a spouse in college (2.1% versus 12.9%). The differences in two of the three subgroups are statistically significant, and the percentage of the postsecondary education group with a spouse in college increases dramatically from 3.5% at the lowest SES level to 27.1% at the highest SES level. The percentage of terminal degree graduates with a spouse in college remains quite stable at under 4%.

In short, these data portray a greater level of family commitment and involvement among terminal degree graduates. In addition, they are more likely to be independent of their parents.

Sex Differences Table 21 reports the differences discussed above separately for males and females. The differences noted at the zero-order level were maintained within both sexes for the three expectations variables. That is, both males and females who are terminal degree graduates are more likely to expect to get married sooner, have children sooner, and live in their own home or apartment sooner. The greater propensity for terminal degree graduates to be married also is found in both sexes (13.4% versus 3.8% for males and 31.5% versus 7.6% for females); females are substantially more likely to be married, especially terminal degree graduates. Negligible sex differences exist for dependency on parents. For both sexes, terminal degree graduates are far less likely to be dependent on their parents (28.6% versus 61.8% for males and 26.6% versus 60.2% for females).

Females are far more likely to have children than males, although for both sexes terminal degree graduates are also much more likely to have children (6.2% versus 2.5% for males and 19.7% versus 3.7% for females). Like the zero-order difference, female terminal degree graduates expect slightly fewer children (2.3 versus 2.4); the difference for males is not significant. While having a spouse employed does not differ significantly in either sex, females are substantially more likely to report having a spouse employed. Finally, for both sexes the terminal degree graduates are substantially less likely to have a spouse in college, although only the difference among females is significant (2.3% versus 12.7%). In short, the data show that terminal degree graduates expect and have earlier family commitments than do postsecondary education students and that females expect and have earlier family commitments than males. Sex makes little difference for dependency status.

Ability Differences Table 22 reports the differences between high ability and other terminal degree graduates on the family expectations and experiences discussed above. Only a few of the differences are statistically significant, and even in those cases the differences are not substantial. The age at which respondents expect to get married is slightly higher for high ability respondents (22.8 years of age versus 22.0), and the age at which the first child is expected is also somewhat higher (24.8 years of age versus 23.9). Apparently high ability terminal degree graduates have family plans that involve waiting slightly longer than do other students. Chapter 2 reported on the differences in postsecondary education plans held by high

ability and other terminal degree graduates, and indicated that high ability terminal degree graduates are more likely to have such postsecondary education plans. Holding such plans may also encourage these respondents to also delay the beginning of their families.

Interestingly, high ability terminal degree graduates expect slightly more children than do other respondents (2.6 versus 2.2). Also, high ability terminal degree graduates are somewhat less likely to have a spouse in college (0% versus 3.1%). In short, these ability level analyses show only a few differences, and these differences are not large. Therefore, terminal degree graduates are likely to have the family expectations and experiences discussed above regardless of ability level.

Postsecondary Education Plans Table 22 also reports the differences between those terminal degree graduates with and without postsecondary education plans on the family expectations and experiences noted above. All three of the expectations are statistically significant. Those with postsecondary education plans expect to get married later (22.7 years old versus 21.7), to have their first child later (24.4 versus 23.6), and to live in their own home or apartment later (20.1 versus 19.6). These delayed expectations simply reflect the time required to attain their postsecondary education plans. Only one of the experiences items is statistically significant: those with postsecondary education plans are less likely to be married (18.1% versus 27.0%). Again, this difference reflects the delaying effect of pursuing postsecondary education. The lack of differences on the

other items shows that such factors as dependency on parents, having children, and having a spouse employed or in college are less relevant for respondents' postsecondary education plans.

CHAPTER 5 Conclusions and Policy Implications

This chapter reviews the major conclusions of the study and outlines some of the policy implications for various audiences. The three research issues will be addressed separately.

Research Issue 1

The results show that about one-third of high school graduates remain terminal degree graduates two years after graduation and that about two-thirds have attained some form of postsecondary education in that time period. Given the emphasis on access to postsecondary education in our society, this relatively high percentage substantiates such access. Also, the proportion of terminal degree graduates has remained constant over the last decade. With the growth of various types of postsecondary educational institutions in that same time period, this stability in the proportion of terminal degree graduates suggests that about one-third of high school graduates will choose not to pursue additional education within the first two years after graduation in spite of greater access to such education.

The fact that about half of terminal degree graduates hold plans for postsecondary education suggests that a large pool of potential students exists for postsecondary education institutions. In fact, results from NLS72 show that over one-third of terminal degree graduates do, in fact, pursue some type of postsecondary education beginning in the third year after high school graduation or later. Given this substantial proportion of delayed enrollment, postsecondary education institutions may wish to direct more of their attention to meet the needs of these students. Most of those

terminal degree graduates with postsecondary education plans intend to pursue vocational education. These data suggest a relatively large market for vocational education institutions. They also show a desire for vocational education which may be capitalized upon by the nation's major industries; perhaps such industries will increasingly offer their own forms of vocational education.

The data also show that the decision to attend college occurs relatively early; almost three times as many postsecondary education students held such plans in the ninth grade than terminal degree graduates. These data suggest that any efforts made to help students clarify their educational plans should occur relatively early. The analysis of changes in educational expectations between 1980, the year of high school graduation, and 1982 among terminal degree graduates revealed a relatively high proportion of students still uncertain of their plans in 1982; this uncertainty is particularly pronounced among those planning to attend but not necessarily finish college. With the exception of the "advanced degree" category, the proportion uncertain in the remaining categories exceeds one-fourth. In addition, the proportion of students holding the same expectations in both years ranged from about five to 50%. These data suggest a relatively high degree of uncertainty and changeability in terminal degree graduates' educational plans. The implication for school personnel may be to offer additional counseling and training sessions on the options available and the relative costs and benefits of each option.

High ability students are far less likely to be terminal degree graduates than are other respondents; almost four times as

many non-nigh ability students are terminal degree graduates as are nigh ability students. Nevertheless, one-tenth of nigh ability students are terminal degree graduates. These values closely resemble those for 1972. While the percentages are relatively low, these results show that a substantial number of highly talented high school graduates do not pursue some form of postsecondary education, at least not within two years of graduation. The NLS72 data do show, however, that over half of high ability terminal degree graduates do experience delayed enrollment, compared to only one-third of non-high ability terminal degree graduates. Some analysts may be concerned with this non-utilization of talent, and the implication for policy makers may be to develop more special programs for the high ability in high school so that they become more aware of their skills and options. High ability terminal degree graduates are fairly evenly distributed across the four types of educational expectations (vocational, some college, four-year college, and advanced degree), while over half of the other terminal degree graduates expect to pursue vocational education.

In summary, the results for Research Issue 1 reflect a high level of participation in postsecondary education, a relatively high level of interest in further education among terminal degree graduates, a noticeable shifting and uncertainty in educational expectations, and distinct ability differences. The general policy implication is for school personnel at both the high school and postsecondary education levels to offer more counseling and special programs targeted at specific student subgroups and designed to enhance students' awareness of their skills and capabilities.

Research Issue 2

Background and Other Factors Research Issue 2 compares terminal degree graduates with postsecondary education students on a variety of background, social, academic, and work variables. Females are slightly underrepresented among terminal degree graduates and slightly overrepresented among the postsecondary education group. This difference undoubtedly reflects the dramatic rise in college attendance among females, a reflection of a decade of expanding opportunities for women. Those from lower SES backgrounds are also more likely to be terminal degree graduates. A policy response to these findings may be to explore postsecondary education options with those from lower SES backgrounds at an early age. Such students might be exposed in high school or earlier to concentrated counseling efforts designed to increase their awareness of postsecondary education options. The linkage found between having siblings in college and having pursued postsecondary ecucation underscores the importance of role modeling and family commitment to education.

Although postsecondary education students have somewhat higher aptitude scores, they are not substantially higher. This moderate difference suggests that other factors may additionally account for the pursuit of postsecondary education. High school students could be reminded that a moderate aptitude score will not necessarily preclude them from successful pursuit of postsecondary education. This analysis also demonstrated the importance of self-concept for pursuit of postsecondary education; efforts made at the school level to enhance self-concept should have a positive effect on further educational pursuit.

The data on significant others' influence highlights the central role parents play in the pursuit of postsecondary education. The data also reveal a noticeable effect of teachers' influence, underscoring the important role that individual teachers can play in encouraging students to develop and attain their educational expectations.

The ability level analyses indicate that high ability terminal degree graduates are less likely to be female, less likely to be black and Hispanic, and have higher SES scores. They are also more likely to have parents holding high educational expectations for them. In addition, those terminal degree graduates with postsecondary education plans are more likely to be black, of higher SES background, with higher aptitude scores, and in families with siblings in college. Parental expectations are also substantially higher. These results show that individual background variables are important for distinguishing those with postsecondary education plans from those without and those who are high ability from those who are not.

School Experiences Almost all the school experience items differ for terminal degree graduates versus the postsecondary education group. The terminal degree graduates score substantially lower on almost all indicators of academic performance and commitment. For example, they are less likely to be in the academic program, they complete fewer courses in the academic areas, their GPA's are lower and they perform less homework, and they are less interested in school. If increasing the percentage of terminal degree graduates who pursue postsecondary education is of policy relevance,

these data indicate clearly that one of the best strategies would be the improvement of these students' academic potential and commitment. The ability level analyses also show substantial differences on these school experiences; high ability terminal degree graduates show substantially greater academic commitment and performance than other terminal degree graduates. The analysis of terminal degree graduates with and without postsecondary education plans also underscores the importance of several of these academic performance and commitment items.

Work Characteristics Terminal degree graduates are considerably more likely to be work oriented and to emphasize such things as income and importance of work in the selection of an occupation. They also see work as considerably more enjoyable and important than school. While in high school, these students work more hours. These data suggest that those students who later become terminal degree graduates are more work committed while still in high school. One policy implication of these findings may be that students should be provided with information and counseling that makes them more aware of their work orientations and specific work values. Such action may enable students to make choices regarding post-high school activities that are consonant with their orientations.

In comparison to other respondents, high ability respondents are less likely to stress good income and previous experience and working with people and are more likely to stress performing important and interesting work. In addition, work is less important for them than school and they work fewer hours. In short, high ability terminal degree graduates are somewhat less involved in work and are more likely to stress the performance of important and interesting

work as a central value. Terminal degree graduates with and without postsecondary education plans do not differ noticeably on these work characteristics.

Regarding the type or work performed while in high school, the results show a remarkable degree of similarity between terminal degree graduates and the postsecondary education group. Terminal degree graduates are slightly less likely to have held a sales or food service position. The overall similarity suggests that most high school students select whatever work is available and do not necessarily select work in terms of their future goals. However, substantial differences exist in the occupational aspirations held by these two groups. For example, terminal degree graduates are about twice as likely to aspire to a clerical occupation, a craftsman type occupation, or a farmer/laborer type occupation. The postsecondary education students are much more likely to select a professional occupation. In short, post-high school activities reflect graduates' occupational aspirations.

School Characteristics While almost all the school characteristics on the student questionnaire show substantial differences between the two groups, only a few of these hold up under controls for SES. Terminal degree graduates rate the quality of instruction and teacher interest substantially lower and are considerably more likely to not feel safe in their schools. Regarding school questionnaire items, terminal degree graduates are less likely to be in high schools where a high percentage of graduates go to college, and are somewhat more likely to be in high schools with a higher dropout rate. Their high schools also are somewhat more likely to provide

work experience and occupational training. From a policy standpoint, attention might be paid to the quality of instruction and teacher interest items, with the data suggesting that improved quality and interest may heighten students' involvement in postsecondary education. Finally, terminal degree graduates are more likely to come from high schools with a lower percentage of its graduates in college.

Regarding ability level differences, high ability graduates are more likely to rate the quality of instruction higher and are less likely to note the provision of employment counseling. In comparison to terminal degree graduates without postsecondary education plans, those terminal degree graduates with such plans come from larger schools, from schools with more graduates in college, with more counselors, and they are less likely to come from the public schools. These data show the importance of several school context variables for holding postsecondary education plans among terminal degree graduates.

Parent Responses Only two of the parent items show differences that are maintained across the SES subgroups; parents of terminal degree graduates hold lower educational aspirations for their children and they are less likely to approve of their child's current activities. Both these items indicate that parents generally value postsecondary education for their children. The analysis of high ability versus other terminal degree graduates uncovered only one difference: the parents of high ability graduates hold considerably higher educational aspirations for their children; this is also the only difference to emerge in the analysis of terminal degree graduates with and without postsecondary education plans.

Once again, the central role of parental educational aspirations is highlighted. Policy implications of these findings might include involving parents more in the school-home partnership that schools frequently stress. Perhaps school personnel could hold sessions for parents of potential terminal degree graduates to make them more aware of the postsecondary education options of their children as well as to inform them what the school has to offer such students.

Research Issue 3

Work Experiences The analyses outline the greater work involvement of terminal degree graduates. They are more likely to have participated in on-the-job training, they work more hours per week, they have a higher hourly wage, and they are more likely to be employed. The fact that some of these differences are not larger is testimony to the fact that a substantial proportion of the post-secondary education group is employed. Many students in college also hold at least part-time jobs. Although significant differences exist between the two groups on a number of features of current job, only a few hold up with controls for SES. Terminal degree graduates see their job as considerably more enjoyable than school, but are somewhat less satisfied with their working conditions. No significant ability level differences exist. The analysis of terminal degree graduates with and without postsecondary education plans show those with such plans to have a slightly higher number of jobs; they also are somewhat less likely to see their jobs as more enjoyable than school, they are more likely to be performing paperwork, and they are more likely to be working with people. All of these results show terminal degree graduates to be more work committed,

although those with educational aspirations perform slightly different types of work and are less likely to see work as more enjoyable than school.

Terminal degree graduates pursue very different types of jobs as well. They are less likely to work in a professional or managerial position, a sales position, a clerical position, or a service position; they are more likely to work in a craftsman, operative or laborer/farmer position. These selections are undoubtedly linked with their lack of plans to pursue some form of postsecondary education.

Family Expectations and Experiences Terminal degree graduates expect to get married sooner, have their first child sooner, and be in their own residence sooner than postsecondary education students. They are also considerably more likely to be married, less likely to be dependent on their parents, and more likely to have children. These data portray a earlier level of family formation, commitment, and involvement among terminal degree graduates. Their greater family commitments may preclude the pursuit of further education. In fact, the analysis of terminal degree graduates with and without postsecondary education plans shows that those holding such plans expect to get married later, have their first child later, and be in their own residence later. They are also less likely to be married. The linkage between family formation and the pursuit of postsecondary education is again highlighted.

High ability terminal degree graduates are also likely to expect these family activities at a later age, perhaps because they are more likely to have postsecondary education plans. The policy

implications of these findings may be to sensitize high school students to the circumscribing effect of family commitments on postsecondary education pursuits.

In summary, terminal degree graduates are different from postsecondary education students on a number of dimensions, while on many other dimensions they are similar. As expected, they show greater involvement in work, lesser involvement in academics, and greater family involvement. Social class differences clearly exist. It seems that most students select their post-high school activity at a relatively young age, and that the collective impact of personal, parental, and school factors is to reinforce those early decisions. Many of the items analyzed, such as background variables and parental responses, are less amenable to direct policy action. However, it seems that the major policy implications of this study are that some school factors are important, such as teacher influence, and could perhaps be altered to enhance the postsecondary education pursuits of terminal degree graduates. In addition, schools may wish to provide special attention to some of the categories of people identified in the analyses above, such as the high ability, those with weak academic preparation and involvement, and those from lower social class backgrounds. The goal is not necessarily to expand the proportion pursuing some form of postsecondary education, but to make all high school students more aware of their options as well as their capabilities and skills.

Table 1.--Educational expectations in 1980 and 1982 by terminal degree status and by terminal degree status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Educational Expectations	Term	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[1]	3493	7383	1636	2153	1307	3141	243	1722
Any PSE plans - 80[2](%)	54.4	95.2*	45.1	89.0*	57.3	95.7*	73.0	97.9*
Vocational - 80 (%)	52.1	15.7*	61.8	25.3*	54.5	18.5*	23.0	6.6*
Some college - 80 (%)	23.6	17.4*	19.2	24.3	25.4	19.0*	26.9	11.4*
4-year college - 80 (%)	14.9	36.1*	11.9	29.6*	13.9	37.4*	24.4	37.7*
Advanced degree - 80 (%)	9.4	30.8*	7.1	20.9*	6.3	25.0*	25.8	44.1*
Any PSE plans - 82 (%)	50.6	98.3*	43.0	95.7*	50.3	98.1*	79.1	99.4*
Vocational - 82 (%)	45.6	13.8*	56.8	24.3*	44.1	16.0*	23.0	5.6*
Some college - 82 (%)	29.9	19.6*	22.8	24.3*	33.7	23.3*	24.7	12.1
4-year college - 82 (%)	17.1	39.8*	14.4	35.1*	16.2	39.5*	33.2	43.5
Advanced degree - 82 (%)	7.4	26.8*	6.0	16.3	6.0	21.2*	19.1	38.8*
Expect coll. in 9th gr. (% yes) (80)	25.8	66.8*	22.5	49.0*	23.9	63.4*	49.1	81.9*
Age expect finish educ. (mean) (80)	19.6	21.9*	19.4	21.5*	19.6	21.7*	20.9	22.4*

* p .01

[1]Sample sizes can vary for individual classification variables presented in table because of missing values.

[2]Each item is followed by the year in which data for that item was gathered. Term = terminal degree graduates, PSE = postsecondary education students. Mod SES = moderate level on SES distribution.

Table 2.--Distribution of educational expectations in 1982 by educational expectations in 1980 for terminal degree graduates and postsecondary education students

Educational expectations 1982	Educational expectations 1980													
	High School graduation		Vocat. less than 2 yrs.		Vocat. 2 yrs. plus		College less than 2 yrs.		College 2 yrs. plus		Finish college		Advanced degree	
	Term	PSE	Term	PSE	Term	PSE	Term	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size	1579	340	462	399	531	709	147	170	304	1056	286	2540	178	2163
High school graduation	51.4	10.3	35.0	1.9	24.4	3.0	27.7	2.3	18.6	2.4	9.9	.9	8.3	.3
Vocat., less than 2 years	6.7	16.5	16.3	35.4	9.9	13.8	4.5	12.1	5.3	5.4	3.0	1.3	2.1	.6
Vocat., 2 years plus	5.8	16.7	8.7	13.9	17.1	28.8	8.1	14.6	7.4	5.8	11.4	2.0	2.2	1.3
College, less than 2 years	3.0	5.3	1.8	4.8	2.8	7.0	5.1	8.2	4.7	7.5	1.2	1.7	1.0	1.3
College, 2 years plus	4.5	13.5	4.3	11.9	9.7	20.4	11.9	32.9	17.5	32.5	13.0	11.4	13.7	4.5
Finish college	1.5	10.9	4.4	8.0	5.8	12.2	4.3	10.7	9.1	25.6	31.7	55.2	25.6	35.9
Advanced degree	.3	4.5	.9	3.3	1.5	4.7	2.2	7.6	4.4	5.4	5.5	18.9	28.3	52.1
Don't know	26.0	22.4	28.8	20.8	28.9	10.1	35.2	11.7	33.0	15.4	24.2	6.5	18.8	4.0
	99.2	100.1	100.2	100.0	100.1	100.0	100.0	100.1	100.0	100.0	99.9	99.9	100.0	100.0

Note: Term = terminal degree graduates, PSE = postsecondary education students

[1]Does not sum to 100% because of rounding error.

NOTE: The reader should be cautioned that confidence intervals (using standard errors) were not calculated for this table. The sample sizes for many cells were extremely small.

Table 3.--Educational expectations in 1980 and 1982 by ability level for terminal degree graduates only

Educational expectations	Ability level: High	Ability level: Other
Total sample size[1]	269	2663
Any PSE plans - 80[2] (%)	77.3	51.3*
Vocational - 80 (%)	23.7	55.7*
Some college - 80 (%)	26.5	23.6
4-year college - 80 (%)	28.2	13.2*
Advanced degree - 80 (%)	21.6	7.5*
Any PSE plans - 82 (%)	77.9	46.7*
Vocational - 82 (%)	23.7	46.9*
Some college - 82 (%)	31.8	30.0
4-year college - 82 (%)	30.3	16.0*
Advanced degree - 82 (%)	14.2	7.2
Expect coll. in 9th grade (% yes) (80)	54.0	22.8*
Age expect finish educ. (mean) (80)	21.3	19.4*

* p .01

[1]Sample sizes can vary for individual classification variables presented in table because of missing values.

[2]Each item is followed by the year in which data for that item were gathered. Term = terminal degree graduates, PSE = postsecondary education students.

Table 4.—Background variables, orientations, and significant other variables by terminal degree status and by terminal degree status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Variable	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1307	3141	243	1722
Background variables								
Sex (% female)	47.3	53.8*	54.0	60.7*	45.5	55.6*	33.6	49.0*
Race (% black)	10.7	11.2	17.9	26.1*	7.2	8.6	6.2	4.1
(% Hispanic)	11.6	7.6*	18.8	16.9	7.9	7.5	5.0	3.8
SES (mean)[3]	-.33	.14*	-.96	-.93	-.11	-.02*	.88	.96*
Aptitude (mean)[4]	45.6	52.6*	43.9	47.7*	46.3	52.6*	49.6	55.7*
# siblings (mean)	3.5	2.9*	4.0	3.5	3.2	2.8*	3.2	2.6*
Siblings in college (% yes)	21.6	36.7*	17.2	28.3*	22.0	33.0*	36.1	46.6*
Handicapped (% yes)	11.1	8.8	8.3	7.7	7.4	6.2	8.4	8.9
Orientations								
Family (mean)[3]	.025	.012*	.020	.018	.013	.010	.043	.005
Community (mean)[3]	.024	.015	.021	.030	.008	.010	.041	.008
Locus of control (mean)[3]	.009	.025*	-.006	.012	-.001	.021*	.038	.032
Self-concept (mean)[3/ 5/]	.041	.006*	.038	.022	.025	.006*	.049	-.010*
Stress (% yes)	66.9	61.7*	68.7	68.6	66.7	62.9	63.4	56.4
Leisure (% very important)	64.5	73.5*	59.7	68.0*	67.8	73.1	64.3	77.4*
Significant others								
Father's influence (% great deal)	29.9	42.0*	25.0	26.4	31.0	38.0*	43.3	56.3*
Mother's influence (% great deal)	34.7	47.7*	36.7	45.7*	32.3	45.9*	40.7	51.1*
Counselor's influnce. (% great deal)	9.8	10.8	13.3	14.8	6.8	11.1*	11.7	7.5
Teacher's influence (% great deal)	12.2	16.0*	15.0	19.2*	10.3	16.2*	10.0	13.3
Friends' influence (% great deal)	23.5	25.9	22.4	27.0	25.0	26.2	21.0	24.7
Fath.expct.aft.hi.sch.(% college)	29.3	74.3*	20.3	53.0*	29.8	72.5*	61.4	89.1*
Moth.expct.aft.hi.sch.(% college)	36.2	82.6*	30.1	70.7*	34.9	81.2*	67.1	91.7*

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Standard score with mean of zero and standard deviation of 1.

[4]Standard score with mean of 50 and standard deviation of 10.

[5]This score is reversed-Lower score is associated with higher self-concept.

Table 5.--Background variables, orientations, and significant other variables by ability level and by postsecondary education plans held in 1982, terminal degree graduates only

Variable	Ability level: High	Ability level: Other	PSE[1] plans in 1982: Yes	PSE[1] plans in 1982: No
Total sample size[2]	269	2663	1456	1094
Background Variables				
Sex (% female)	36.6	49.8*	43.3	45.9
Race (% black)	1.5	12.1*	15.8	6.7*
(Hispanic)	2.1	12.9*	12.0	12.3
SES (mean)[3]	.03	-.38*	-.20	-.45*
Aptitude (mean)[4]	60.3	44.2*	47.2	44.0*
# siblings (mean)	3.0	3.6*	3.5	3.5
Siblings in college (% yes)	27.6	21.0	27.1	18.2*
Handicapped (% yes)	8.6	7.7	12.3	10.6
Orientations				
Family (mean)[3]	.009	.015	.020	.028
Community (mean)[3]	.001	.014	.032	.016
Locus of control (mean)[3]	.024	-.003	.013	.007
Self-concept (mean)[3 5]	.019	.033	.037	.041
Stress (% yes)	59.6	67.6	69.4	62.5
Leisure (% very important)	67.9	63.5	69.4	60.3*
Significant Others				
Father's influence (% great deal)	30.8	29.3	32.5	30.9
Mother's influence (% great deal)	28.6	34.2	37.9	34.7
Counselor's influence (% great deal)	5.9	9.7	11.7	9.6
Teachers' influence (% great deal)	18.1	11.9	13.3	11.9
Friends' influence (% great deal)	20.2	24.6	25.2	21.8
Fath.expect.after hi.sch. (% college)	55.7	26.1*	39.9	18.1*
Moth.expect.after hi.sch. (% college)	60.0	34.1*	47.3	25.0*

* p .01

[1]PSE = postsecondary education
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.
[3]Standard score with mean of zero and standard deviation of 1.
[4]Standard score with mean of 50 and standard deviation of 10.
[5]This score is reversed-Lower score is associated with higher self-concept.

Table 6.--High school experiences by terminal degree status and by terminal degree status by SES

Expectations	Total		SES					
			Low SES		Mod SES		High SES	
	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1307	3141	243	1722
Program (% academic)	12.0	44.2*	9.9	33.5*	12.9	48.4*	36.9	65.1*
(% vocational)	32.0	14.9*	41.7	26.2*	38.7	18.2*	19.8	9.3*
Coursework - math (# years)	1.67	2.24*	1.59	2.02*	1.65	2.18*	2.00	2.46*
- English (# years)	2.87	2.99*	2.87	2.96*	2.88	2.98*	2.88	3.03*
- social studies (# years)	2.24	2.37*	2.21	2.27	2.25	2.37*	2.27	2.43
- science (# years)	1.38	1.93*	1.29	1.68*	1.38	1.86*	1.66	2.18*
- for. lang. (# years)	.47	1.06*	.40	.79*	.45	.96*	.73	1.35*
- vocat. (# years)	2.84	2.19*	2.65	2.48	3.09	2.30	2.37	1.82*
Remecial English (%)	40.3	24.1*	39.9	31.7*	41.3	25.2*	38.3	17.9*
Remedial math. (%)	41.3	22.7*	41.6	30.6*	42.0	23.4*	38.7	16.8*
GPA	2.52	2.95*	2.53	2.83*	2.52	2.95*	2.53	3.01*
Homework (% 3 or more hrs./wk.)	31.1	53.8*	30.2	47.4*	30.6	50.2*	37.8	63.7*
Courses too hard (% yes)	54.9	44.8*	56.2	47.7*	53.7	44.1*	56.3	44.3*
Hard to adj. to sch. routine (% yes)	37.2	25.7*	36.5	26.8*	36.0	24.9*	42.4	26.3*
Interested in school (% yes)	60.9	80.9*	63.3	82.0*	60.0	80.6*	57.1	80.7*
Satis. with educ. (% true)	64.1	71.5*	67.2	68.4	63.9	70.6*	57.7	64.5*
Abil. to complete coll. (% yes)	24.8	60.1*	20.4	48.5*	24.0	57.0*	47.9	71.6*
Extracurr. activs. (mean)	1.7	2.6*	1.9	2.7*	2.1	2.9	2.1	3.1*
Delinquency (mean)[3]	.87	.62*	.81	.59*	.91	.59*	.91	.69
Popular (% true)	74.5	80.7*	68.1	75.9*	78.9	80.1	78.8	84.5
Spec. programs (mean)[4]	.49	.28*	.60	.46*	.44	.28*	.35	.18

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Delinquency = Sum of positive responses (Yes = 1) of items BB061A, BB059B, BB059D, BB059E, and BB016. (See definition on page 10).

[4]Spec. programs = Sum of positive responses (Yes = 1) to items BB014A, BB014B, BB014C, and BB014H. (See definition on page 10)

Table 7.--High school experiences by ability level and by postsecondary education plans held in 1982, terminal degree graduates only

Experience	Ability level: High	Ability level: Other	PSE[1] plans in 1982: Yes	PSE[1] plans in 1982: No
Total sample size[2]	269	2663	1456	1094
Program (% academic)	37.9	11.8*	18.4	7.3*
Program (% vocational)	20.6	39.0*	29.7	33.9*
Coursework-math (# years)	2.20	1.62*	1.84	1.53*
Coursework-English (# years)	2.94	2.87	2.90	2.82
Coursework-social studies (# years)	2.35	2.23	2.27	2.25
Coursework-science (# years)	2.00	1.32*	1.52	1.28*
Coursework-for. lang. (# years)	.97	.42*	.65	.33*
Coursework-vocat. (# years)	2.10	2.86*	2.80	2.91
Remedial English (% yes)	22.10	41.9*	38.5	40.9
Remedial math. (% yes)	16.0	43.5*	38.8	44.3
GPA	2.90	2.49*	2.57	2.49
Homework (3 or more hrs./wk.)	48.9	29.8*	37.4	25.0*
Courses too hard (% yes)	34.5	56.9*	51.1	54.3
Hard to adj. to sch. routine (% yes)	35.2	37.1	38.4	35.0
Interested in school (% yes)	71.7	59.7*	64.7	57.1*
Satis. with educ. (% true)	62.9	63.8	59.8	71.9*
Abil. to complete coll. (% yes)	57.1	20.8*	37.2	16.0*
Extra curr. activs. (mean)	2.2	2.0	1.9	1.6*
Delinquency (mean)[3]	.82	.85	.93	.85
Popular (% true)	79.7	73.8	78.7	71.4*
Spec. programs (mean)	.24	.51*	.45	.52

* p .01

[1]PSE = postsecondary education

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Sum of positive responses (Yes = 1) of items BB061A, BB059B, BB059D, BB059E, BB016. (See definition on page 10.)

Table 8.—Work values, orientations, and experiences in 1980 by terminal degree status and by terminal degree status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Work characteristic in 1980	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1307	3141	243	1722
Values and orientations								
Work orientation (mean)[3]	.025	.011*	.014	.020	.015	.006	.046	.009
Previous exper. (% very import.)	34.7	30.0*	37.5	33.0	32.9	31.7	34.4	25.3
Good income (% very import.)	50.6	42.8*	51.0	47.1	50.5	42.4*	46.9	40.3
Security (% very import.)	57.7	58.2	56.3	61.4	58.6	57.6	59.5	57.1
Import./interest. work (% very)	79.6	89.3*	78.1	86.2*	81.2	89.1*	81.0	91.3*
Autonomy (% very import.)	60.4	62.1	59.4	59.5	61.3	60.2	58.3	65.6
Work with people (% very import.)	66.2	66.0	64.4	68.2	68.6	66.4	60.1	64.0
Work just for money (% yes)	55.2	55.1	56.6	56.0	54.3	54.2	55.5	56.0
Work more enjoy. than sch. (% yes)	60.1	43.9*	54.9	38.9*	63.5	46.0*	61.7	43.4*
Work more import. than sch. (% yes)	23.0	9.3*	19.4	9.7*	27.1	10.1*	25.2	7.9*
Low hourly wg. aft. hi. sch. ($)	3.55	3.50*	3.49	3.48	3.59	3.48*	3.59	3.54
Age expect. start reg. job (mean)	18.5	20.6*	18.5	20.0*	18.4	20.4*	19.5	21.3*
Experiences in 1980								
# hours of work per week (mean)	22.0	19.7*	21.4	19.7*	22.4	20.0*	22.5	19.3*
Work last week (% yes)	53.9	58.1*	48.8	51.3	57.5	59.5	60.0	59.9
Age first worked (mean)	14.2	14.1	14.4	14.4	14.1	14.1	14.1	14.0

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Standard score with mean of zero and standard deviation of 1.

Table 9.--Work values, orientations, and experiences in 1980 by ability level and by postsecondary education plans in 1982, terminal degree graduates only

Work Characteristic	Ability level		PSE[1] plans in 1982	
	High	Other	Yes	No
Total sample size[2]	269	2663	1456	1094
Work orientation (mean)[3]	-.003	.015	.029	.018
Previous exper. (% very import.)	24.4	36.1*	37.9	34.6
Good income (% very import.)	35.4	52.2*	51.9	49.7
Security (% very import.)	63.1	58.1	60.8	54.2
Import./interest.wk. (% very import.)	88.9	79.1*	81.3	77.8
Autonomy (% very import.)	58.7	60.3	63.5	59.0
Wk. with people (% very import.)	55.6	67.0*	67.9	63.6
Wk. just for money (% yes)	53.3	54.8	53.1	56.6
Wk. more enjoy. than scn. (% yes)	54.8	60.5	58.9	62.0
Wk. more import. than sch. (% yes)	15.2	24.4*	22.7	27.8
Lowest hourly wage after hi. scn.($)	3.52	3.55	3.60	3.52*
Age expect start reg. job (mean)	19.3	18.4*	19.0	18.1*
Experiences				
# hours of work per week (mean)	19.6	22.1*	22.5	22.0
Work lost week (% yes)	58.5	54.1	52.1	54.6
Age first worked (mean)	13.6	14.3*	14.1	14.3

* p .01

[1]PSE = postsecondary education

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Standard score with mean of zero and standard deviation of 1.

Table 10.--Type of work performed while in high school by terminal degree status (percentages)

Type of work in high school	Degree Status	
	Term	PSE
Total samples size	3493	7383
Not worked for pay	3.7	3.9
Lawn work/odd jobs	2.8	2.7
Waiter/waitress	13.7	15.9
Babysitting	7.1	7.0
Farm work	6.2	4.2
Factory worker	4.5	2.7
Skilled trade	7.1	4.9
Other manual labor	8.9	8.2
Store clerk/salesperson	15.7	19.7
Office/clerical	7.4	9.0
Hospital/health	2.6	4.0
Other	20.3	18.0
	100.0	100.2[1]

Note: Term = terminal degree students, PSE = postsecondary education students
[1]Does not sum to 100.0% because of rounding error.
Note: The reader should be cautioned that confidence intervals (using standard errors) were not calculated for this table.

Table 11.--Occupational aspirations in 1980 by terminal degree status and by terminal degree status by sex (percentages)

Occupation	Total		Sex			
			Male		Female	
	Term[1]	PSE	Term	PSE	Term	PSE
Total sample size	3493	7383	1741	3264	1752	4119
Clerical	13.7	7.8	1.5	.9	27.3	13.1
Craftsman	15.9	4.6	29.2	8.9	.9	1.0
Farmer/laborer	7.8	2.5	13.7	4.6	1.3	.8
Homemaker	5.4	1.7	.2	.0	11.1	3.1
Manager/administrator	5.6	7.5	5.9	8.3	5.2	6.8
Military	3.2	.9	4.2	1.5	2.1	.4
Operative	5.5	1.2	8.3	2.1	2.4	.5
Professional 1 (nurse, etc.)	14.8	33.8	11.7	31.7	18.2	35.4
Professional 2 (M.D., etc.)	3.8	16.5	3.8	18.0	3.8	15.3
Proprietor/owner	4.3	3.2	4.9	4.4	3.7	2.1
Protective service	2.8	1.5	4.0	2.3	1.4	.8
Sales	1.8	1.8	1.2	2.1	2.5	1.5
School teacher	2.0	4.9	.6	2.1	3.5	7.2
Service	5.0	3.1	.5	.6	10.0	5.2
Technical	8.5	9.5	10.4	12.4	6.5	7.1
	100.1[2]	100.5	100.1	99.9	99.9	100.3

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Does not sum to 100.0% because of rounding error.
NOTE: The reader should be cautioned that confidence intervals (using standard errors) were not calculated for this table.

Table 12.—High school characteristics by terminal degree status and by terminal degree status by SES

Characteristic	Total		SES					
			Low SES		Mod SES		High SES	
	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1307	3141	243	1722
From student questionnaire								
Quality of instruct. (% good/exc.)	52.8	66.3*	47.6	55.6*	56.0	66.1*	60.6	72.9*
Teacher interest (% good/exc.)	47.9	59.7*	48.5	51.8	47.8	58.9*	47.3	65.9*
Don't feel safe (% true)	11.8	6.4*	13.1	7.4*	10.5	6.4*	12.2	5.2
More emph.-acad. (% agree)	65.0	67.8	66.7	71.4	63.6	68.1	65.7	65.3
More emph.-vocat. (% agree)	76.5	63.6*	80.2	75.9	76.2	65.6*	62.8	53.6
Insuffic. work exper. (% agree)	62.6	55.3*	64.6	61.0	63.8	55.3*	50.1	51.7
Ed. couns. provided (% agree)	56.6	65.0*	62.9	68.1	52.8	65.2*	51.6	63.1
Employ. couns. provided (% agree)	50.3	38.5*	56.5	49.9	47.8	39.0*	36.4	30.3
From school questionnaire								
School size (mean)	1,255.8	1,350.9	1,154.6	1,350.9*	1,243.7	1,304.2	1,358.6	1,320.4
Avg. daily atten. (mean)	91.6	91.9	91.2	90.4	91.9	92.0	92.0	92.8
% grads in coll. (mean)	41.7	51.4*	38.7	43.4*	41.7	48.1*	51.7	58.9*
% dropout (mean)	9.0	8.1*	10.5	10.7	8.9	8.1	8.9	6.3*
Work exper./occ. training (% yes)	85.0	82.1*	82.0	79.7*	85.6	82.2*	89.8	82.9*
# counselors (mean)	3.7	4.2*	3.3	3.8	3.7	3.8	4.3	4.5
Per pupil expen. (mean)	1,491.2	1,643.9	1,430.8	1,514.2	1,559.2	1,506.7	1,551.1	1,765.2
Delinquency index (mean)	17.0	16.7	17.0	17.4	16.8	16.6	16.8	16.1
Type (% public)	95.2	87.0*	96.2	93.2	94.7	88.7*	87.8	81.0
Number of rules (mean)[3]	3.5	3.4	3.7	3.4*	3.4	3.5	3.5	3.3

* p < .01

[1]Term = terminal degree graduates, PSE = postsecondary education students

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Number of rules = Sum of FS26C - FS26I (Yes = 1). (See definition on page 11.)

Table 13.--High school characteristics by ability level and by postsecondary education plans held in 1980, terminal degree graduates only

Characteristic	Ability level: High	Ability level: Other	PSE[1] plans in 1982: Yes	PSE[1] plans in 1982: No
Total sample size[2]	869	2563	3456	1034
From student questionnaire				
Quality of instruct. (% good/excell.)	70.2	51.5*	58.9	55.1
Teacher interest (% good/excell.)	56.1	46.6	50.2	52.3
Don't feel safe (% true)	4.9	11.3*	11.0	11.1
More emph.-acad. (% agree)	53.5	65.1	65.4	64.1
More emph.-vocat. (% agree)	70.2	77.0	77.3	75.5
Insuffic. work exper. (% agree)	55.8	63.9	62.6	62.5
Ed. couns. provided (% agree)	52.2	57.4	57.1	56.0
Employ. couns. provided (% agree)	35.3	51.8*	43.3	55.6
From school questionnaire				
School size (mean)	1,269.6	1,187.7	1,354.2	1,186.2*
Avg. daily attenc. (mean)	92.1	91.7	91.2	92.1*
% grads in college (mean)	46.3	42.9	44.7	33.2*
% dropout (mean)	7.8	9.6	10.0	9.4
Work exper./occ. training (% yes)	83.8	84.8	85.5	84.9
# counselors (mean)	4.0	3.5	4.0	3.2*
Per pupil expen. (mean)	1,529.4	1,505.5	1,450.6	1,514.4
Delinquency index (mean)	16.4	16.7	17.3	16.6*
Type (% public)	90.7	94.8	93.2	97.6*
Number of rules (mean)[3]	3.5	3.4	3.5	3.6

* p .01

[1]PSE = postsecondary education

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

[3]Standard score with mean of zero and standard deviation of 1.

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Table 14.—Parent responses by terminal degree status and by terminal degree status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Responses	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	475	1004	222	293	178	427	33	241
Satis. with educ. (% very)	30.8	41.9*	39.4	48.4	26.2	42.1*	21.1	38.2
Ed. asp. for child (% 2 yr. coll.+)	37.2	83.3*	30.5	74.6*	36.9	81.0*	70.9	92.5
Child is a hard worker (% yes)	54.2	57.0	55.1	64.5	55.3	58.1	46.4	52.2
Parent's infl. on plans (% gt. deal)	23.7	39.1*	26.1	41.5	20.5	36.3*	26.1	42.5
Talk about plans (% great deal)	63.8	75.6*	53.8	72.8*	68.3	76.9	76.3	75.4
Feel about child's activ. (% approve)	64.9	89.4*	65.8	88.8*	64.2	86.9*	67.5	93.4
$ for future educ. (% $3,000+)	23.5	40.5*	20.0	15.4	24.7	33.9	27.5	54.1
Feel abt. own educ. (% not enough)	74.6	67.8	80.7	86.2	73.6	75.6	53.3	45.1
# depencents (mean)	2.6	2.7	2.6	2.6	2.5	2.6	2.9	2.9
Single parent family (% yes)	13.5	19.0	29.8	33.1	13.0	17.7	6.5	11.3

* p < .01

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 15.--Parent responses by ability level and by postsecondary education plans held in 1982, terminal degree graduates only

Responses	Ability level		PSE[1] plans in 1982	
	High	Other	Yes	No
Total sample size[2]	37	362	198	149
Satis. with educ. (% very)	34.3	30.5	30.0	30.1
Ed. asp. for child (% 2 yr. coll.+)	74.4	33.7*	52.6	14.3*
Child is a hard worker (% yes)	45.8	55.0	59.4	47.8
Parent's infl. on plans (% great deal)	37.5	22.4	26.2	19.8
Talk about plans (% great deal)	68.5	63.4	72.7	60.3
Feel about child's activ. (% approve)	46.9	66.6	65.7	67.4
$ for future educ. (% $3,001 or more)	31.5	22.7	30.7	15.2
Feel abt. own educ. (% not enough)	77.8	74.3	76.0	73.1
# dependents (mean)	2.2	2.7	2.7	2.6
Single parent family (% yes)	19.6	19.5	20.7	14.5

* p .01

[1]PSE = postsecondary education
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 16.--Work experience since high school graduation by terminal degree status and by terminal degree status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Experience	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1307	3141	243	1722
Co-op training (% yes)	16.1	6.4*	14.1	10.5	16.5	5.7*	13.3	6.9
# of jobs (mean)	1.8	2.0*	1.6	1.8*	1.9	2.0	1.7	2.1*
# hrs. per week (mean)	42.6	33.9*	41.0	34.0	42.9	34.2*	40.2	33.2*
Hourly wage (mean)	5.18	4.87*	4.95	4.94	5.20	4.72*	5.94	5.00*
Employed (% yes)	75.8	64.1*	69.4	64.1	82.1	68.4*	71.2	57.1*
# months unemp. (mean)	2.1	2.1	2.7	2.7	1.9	2.1	1.7	1.7
Current/last job								
- more enjoy. than sch. (% yes)	62.9	44.7*	59.6	48.3*	67.3	47.4*	54.4	39.0*
- encour. pc. wk. had. (% yes)	87.4	84.4*	88.3	87.3	88.5	84.7	79.6	83.6
- satis. w/wk. condits. (% very)	25.5	32.6*	20.9	28.2*	29.8	30.0	26.4	37.9*
- satis. w/opp. promot. (% very)	22.7	18.0*	18.2	17.1	26.3	16.8*	16.5	19.0
- satis.w/opp.devel.skill (% very)	32.8	29.9	27.9	30.5	34.5	29.2	30.6	29.0
- work w/things (% great deal)	50.2	42.7*	47.0	40.7	50.4	44.5*	49.9	43.4
- doing paperwork (% great deal)	24.6	25.8	25.4	29.2	25.4	25.8	27.8	23.6
- work w/ideas (% great deal)	23.9	22.2*	26.0	22.8	30.6	22.6*	27.1	20.3
- work w/people (% great deal)	63.9	71.4*	63.3	69.7	64.8	72.1*	66.2	70.4

* p < .01

[1]Term = terminal degree graduates, PSE = postsecondary education students

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 17.--Work experiences since high school graduation by terminal degree status by sex

	Sex			
	Male		Female	
Experience	Term[1]	PSE	Term	PSE
Total sample size[2]	1741	3264	1758	4119
On-job training (% yes)	15.2	7.5*	17.0	9.2*
# of jobs (mean)	1.8	2.0*	1.7	2.0*
# hrs. per week (mean)	45.5	35.6*	39.9	32.4*
Hourly wage (mean)	5.57	5.13	4.68	4.55
Employed (% yes)	84.2	63.7*	66.9	64.5
# months unemp. (mean)	1.7	2.0	2.7	2.2*
Current/last job				
-more enjoy. than sch. (% yes)	65.1	45.0*	62.2	44.5*
-encour. pd. wk. hab. ((% yes)	86.6	82.3*	88.4	86.2
-satis. w/wk. condits. (% very)	21.7	30.8*	29.8	34.2
-satis. w/opp. promot. (% very)	23.6	19.4*	21.7	16.9*
-satis. w/opp. devel. skill (% very)	32.9	28.4*	32.8	31.2
-work w/things (% great deal)	56.7	47.1*	42.6	38.9
-doing paperwork (% great deal)	14.4	15.4	36.0	34.7
-work w/ideas (% great deal)	32.4	24.4*	27.1	20.4*
-work w/people (% great deal)	55.4	60.2	73.6	80.9*

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 15.--Work experiences since high school graduation by ability level and by postsecondary educations plans held in 1982, terminal retree graduates only

Experience	Ability level High	Ability level Other	PSE[1] plans in 1982 Yes	PSE[1] plans in 1982 No
Total sample size[2]	295	2563	1455	1094
On-job training (% yes)	16.9	16.8	15.1	18.6
# of jobs (mean)	1.95	1.70	1.84	1.64*
# hrs. per week (mean)	43.8	41.7	42.5	43.2
Hourly wage (mean)	5.06	5.16	5.31	5.20
Employed (% yes)	82.2	75.6	76.8	74.9
# months unemp. (mean)	1.7	2.2	2.1	2.0
Current/last job				
-more enjoy. than sch. (% yes)	62.7	63.2	54.9	68.6*
-encour. gd. wk. hab. (% yes)	88.8	87.6	87.6	88.4
-satis. w/wk. conds. (% very)	36.1	33.8	36.1	26.8
-satis. w/opp. promot. (% very)	25.7	21.9	21.1	25.7
-satis. w/opp. devel. skill (%very)	38.8	31.4	36.2	33.7
-work w/things (% great deal)	49.3	43.4	48.5	51.9
-doing paper work (% great deal)	35.1	25.4	27.4	19.7*
-work w/ideas (% great deal)	26.9	28.3	31.3	31.5
-work w/people (% great deal)	60.4	64.4	67.7	59.2*

* p .01

[1]PSE = postsecondary education

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 19.--Occupation in 1982 by terminal degree status and by terminal degree status by sex (percentages)

Occupation	Total		Sex			
			Male		Female	
	Term[1]	PSE	Term	PSE	Term	PSE
Total sample size	3493	7383	1741	3264	1752	4119
Professional/managerial	3.9	6.3	4.9	8.3	2.7	4.7
Sales	5.9	10.4	4.1	9.6	8.2	11.1
Clerical	22.1	32.1	5.9	15.5	43.5	45.6
Craftsman	18.7	7.8	29.4	15.4	4.7	1.7
Operative	17.7	6.4	20.7	10.6	13.8	3.0
Laborer/farmer	14.0	9.3	23.1	18.0	1.9	2.3
Service	17.7	27.7	12.0	22.8	25.3	31.6
	100.0	100.0	100.1[2]	100.2	100.1	100.0

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Does not sum to 100.0% because of rounding error.
NOTE: The reader should be cautioned that confident intervals (using standard errors) were not calculated for this table.

Table 20.—Family expectations in 1980 and experiences in 1982 by terminal degree status and by terminal status by SES

	Total		SES					
			Low SES		Mod SES		High SES	
Expectation/Experience	Term[1]	PSE	Term	PSE	Term	PSE	Term	PSE
Total sample size[2]	3493	7383	1636	2153	1387	3141	243	1722
Expectations (1980)								
Age expect get married (mean)	22.1	23.5*	21.9	23.1*	22.1	23.1*	22.9	24.1*
Age expect have 1st child (mean)	24.0	25.4*	23.5	24.7*	24.1	25.1*	24.8	26.1*
Age expect live own hm/apt (mean)	19.8	21.2*	19.9	21.0*	19.7	21.1*	20.3	21.4*
Experiences (1982)								
Marital status (% married)	21.9	5.9*	23.3	10.1*	20.8	6.0*	10.7	3.9*
Dependency (% yes)	27.7	61.0*	24.9	46.3*	26.5	57.1*	44.4	73.7*
Have kids (% yes)	11.9	3.0*	15.3	6.7*	9.2	2.9*	6.8	1.7
Expected # kids (mean)	2.2	2.4*	2.2	2.3	2.3	2.4*	2.3	2.4
Spouse employed (% yes)	69.1	69.3	67.7	62.3	68.8	73.3	82.5	71.6
Spouse in college (% yes)	2.1	12.9*	2.3	3.5	3.3	13.8*	1.2	27.1*

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 21.--Family expectations in 1980 and experiences in 1982 by terminal degree status by sex

Expectation/Experience	Sex			
	Male		Female	
	Term[1]	PSE	Term	PSE
Total sample size[2]	1741	3264	1752	4119
Expectations (1980)				
Age expect get married (mean)	23.1	24.1*	21.3	22.9*
Age expect have 1st child (mean)	24.7	25.9*	23.3	24.9*
Age expect live own hm/apt (mean)	20.2	21.5*	19.5	20.9*
Experiences (1982)				
Marital status (% married)	13.4	3.8*	31.5	7.6*
Dependency (% yes)	28.6	61.8*	26.6	60.2*
Have kids (% yes)	6.2	2.5*	19.7	3.7*
Expected # kids (mean)	2.2	2.3	2.3	2.4*
Spouse employed (% yes)	44.7	53.2	80.3	75.8
Spouse in college (% yes)	1.7	13.6	2.3	12.7*

* p .01

[1]Term = terminal degree graduates, PSE = postsecondary education students
[2]Sample sizes can vary for individual classification variables presented in table because of missing values.

Table 22.--Family expectations in 1980 and experiences in 1982 by ability level and by postsecondary education plans held in 1982, terminal degree graduates only

Expectation/Experience	Ability level		PSE[1] plans in 1982	
	High	Other	Yes	No
Total sample size[2]	269	2663	1456	1094
Expectations (1980)				
Age expect get married (mean)	22.8	22.0*	22.7	21.7*
Age expect have 1st child (mean)	24.8	23.9*	24.4	23.6*
Age expect live own home/apt. (mean)	20.2	19.8	20.1	19.6*
Experiences (1982)				
Marital status (% married)	14.5	21.5	18.1	27.0*
Dependency (% yes)	26.1	36.6	29.2	26.4
Have kids (% yes)	8.1	11.5	11.9	12.5
Expected # kids (mean)	2.6	2.2*	2.3	2.2
Spouse employed (% yes)	49.9	70.0	68.8	69.5
Spouse in college (% yes)	0.0	3.1*	4.5	.9

* p .01

[1]PSE = postsecondary education

[2]Sample sizes can vary for individual classification variables presented in table because of missing values.